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Prof. Maria Alessandra Ragusa

Università degli Studi di Catania,

Italy

Contents
Original Articles

Translation Methods of TCM Prescription Names in A Dream of Red Mansions

Mengxue Chen

College of Foreign Languages, Tianjin University, Tianjin 300350, China.

Abstract: As an encyclopedia of Chinese feudal society, A Dream of Red Mansions has always been an academic hot topic. The description of Traditional Chinese Medicine (TCM) plays a vital role in promoting plot development and carrying forward TCM culture. Based on the three principles of translating TCM prescription names, this paper analyses 16 TCM prescription names in the first 80 chapters of the novel in order to find the translation methods of prescription names. It is found that TCM prescription names containing main medicine mainly adopt literal translation because of its brevity; due to the length, TCM prescription names containing healing effects mainly use free translation to conform to the principles of information and conciseness; TCM prescription names containing numbers or colors employ literal translation to in accordance with the principle of back-translation; TCM prescription names containing cultural information usually use free translation and transliteration with a view to meet the principles of information and conciseness.

Keywords:A Dream of Red Mansions; TCM Prescriptions; English Translation of Prescription Names; Classification of TCM Prescription Names

1.Introduction

A Dream of Red Mansions is the pinnacle of Chinese classical novels, which covers many aspects of traditional Chinese culture, such as architecture, diet and poetry. TCM is also an integral part of it, and many TCM prescription names are mentioned in the novel. There are 16 verified TCM prescriptions in the first 80 chapters of the novel, which mostly appear in dialogues and are closely related to the fate of characters and plot development. Previous studies on the English translation of A Dream of Red Mansions mainly focused on English versions (Wang Jinbo[1]; Wang Yanmeng & Xu Mingwu[2]), translation strategies (Song Dan[3] ; Zhang Huiqin & Xu Jun[4]), and cultural studies. Cultural studies involve poetry translation (Song Dan[3]), name translation (He Li & Li Shan[5]), dietary translation (Huang Qin & Chen Lei[6]) and others. No systematic research has been carried out on English translation of TCM prescription names in the novel. "The naming method of prescription names is rather complicated"[7] and some of the prescription names in the novel are too long and rich in cultural information. Besides that, there is no unified standard for the English translation of prescription names. Therefore, it is necessary to find suitable translation methods for different categories of prescription names in the novel with a view to help readers understand the plot and enrich character image. Yang Xianyi's English version enjoys high translation quality and focuses on promoting traditional Chinese culture into the world. Given that, this paper takes Yang's version as a reference and discusses the English translation method of different kinds of TCM prescription names in the novel in order to promote the overseas development of A Dream of Red Mansions and TCM culture.

2.The classification of TCM prescription names in A Dream of Red mansions

Naming methods of TCM prescriptions are various in kinds. Generally, there are three main classification methods: Li Zhaoguo[7] divided prescription names into 11 categories, including TCM prescription names containing medicines, main medicines, quantities of medicines, minister medicines, colors and others. Zhong Zhouhai[8] divided prescription names into four categories according to the components, functions, component plus function and others. Jiang Jichang[9] classified prescription names into seven categories: TCM prescription names containing main medicines, central functions, therapeutic effects, viscera with the five elements, numbers, historical allusions, and particularities. Zhao Jinshuang and Yu Chenghao[10] proposed eight categories according to medicines, quantities of medicines, and dosage changes of some medicines in prescriptions, healing effects of prescriptions, and symptoms of prescriptions. Based on the characteristics of the prescriptions in the novel and the previous classification methods, the 16 prescriptions are divided into four categories: TCM prescription names containing main medicine, healing effects, numbers or colors, and cultural information.

Table 1 TCM Prescriptions

Number	Chinese Name	English Name	Classification
1	人参养荣丸	ginseng tonic pills	TCM prescription names containing main medicine
2	香薷饮	herbal medicine	
3	梅花点舌丹	plum-blossom powder	
4	益气养荣补脾和肝汤	Decoction to Improve the Respiration, Fortify the Blood and Tranquilize the Live	TCM prescription names containing healing effects
5	延年神验万全丹	longevity pills	
6	活络丹	tonic for the blood	
7	清心丸	restorative pills	
8	祛邪守灵丹	pills to dispel evil influences	
9	开窍通神散	Powders to clear the mind	
10	调经养荣丸	The fortifying pills	
11	八珍益母丸	eight-treasure-leonurus pills	TCM prescription names containing numbers or colors
12	六味地黄丸	six-flavour-digitalis pills	
13	紫金锭	purple-gold pills	
14	左归丸	left restorative	TCM prescription names containing cultural information
15	右归丸	right restorative	
16	天王补心丹	Heavenly-king-fortifying-the-heart pills	

3. Translation methods of TCM prescription names in A Dream of Red Mansions

Li Zhaoguo[7] put forward that the translation of TCM prescription names should follow "the principles of conciseness, information and back-translation". In doing so, the translated name is concise in form, accurate and rich in content, and the structure is similar to the original name.

3.1 TCM prescription names containing main medicine

"As an indispensable medicine in the prescription, the main medicine plays a major role in the treatment of the main disease or the main syndrome."[11] This kind of prescription name usually follows " main medicine+ (other) + dosage form". In translation, the Latin scientific name of the main medicine can be literally adopted, and transliteration can also be used to conform to the principle of conciseness and information.

3.1.1 main medicine + dosage form

This is the basic form of the prescription name in this category, such as " 香薷饮 (herbal medicine)" taken by Daiyu.

" 香 薷 饮 ", a heat-dispelling agent, is from Prescriptions of the Bureau of Taiping People's Welfare Pharmacy, which consists of Elsholtzia, honeysuckle flower, fresh lentil flower, magnolia officinalis and forsythia. From the perspective of TCM, elsholtzia is the main medicine in the prescription, and the dosage form is drink. From the perspective of translation, Yang Xianyi simplified it as herbal medicine, which is too general in semantics and form, and could not fully convey out the information in the original name to readers. It can be translated into "Elsholtzia Drink" by using Latin scientific name of the main medicine, or translated into "Xiangru Drink" through transliteration. Both the two translated names are concise in form and follow the pattern of original name "main medicine+dosage form", conforming to the principle of conciseness and back-translation. In terms of content, the information in the original name are fully reflected in the translated name, conforming to the principle of information. In this way, target text readers can understand the original prescription through translated name.

3.1.2 main medicine+function+dosage form

This pattern includes the main medicine and central function of the prescription, such as " 人参养荣丸 (ginseng tonic pills)" in chapter 3.

This prescription is taken by Daiyu, which is composed of ginseng, Atractylodes, Poria cocos, and other herbs. It is used for tonifying Qi and nourishing blood, which is the meaning of " 养荣 ". From the perspective of TCM, ginseng is the main medicine, the central function is to tonify Qi and nourish blood, and the dosage form is pill. In terms of translation, Yang Xianyi translated it into "ginseng tonic pills" through literal translation. The central meaning of the original name is fully conveyed out. The equivalent word of " 人参" is "ginseng"; "tonic" contains the meaning of " a medicine that makes you fell stronger and healthier", which is in line with the meaning of " 养荣 ". The translat-

ed name is concise in form and accurate in meaning, in accordance with the principles of conciseness, information and back-translation.

3.1.3 main medicine+position+dosage form

This pattern includes the main medicine and the position where it is taken, such as " 梅花点舌丹 (plum-blossom powder)". This prescription is composed of Prunus mume, venenum bufonis, and other herbs. It is used for clearing heat and detoxifying, reducing swelling, and relieving pain. From the perspective of TCM, Prunus mume is the main medicine; " 点舌 " refers to keep the medicine in the tongue, representing the position of taking medicine. In terms of translation, Yang Xianyi employed free translation: the main medicine Prunus mume refers to the plum blossom commonly seen in life and its equivalent word is plum blossom. Compared with the scientific name, the equivalent word "plum blossom" is more easily to help readers construct the concept of the main medicine. Taking position is not the key information in the original name, so Yang omitted it in the translated name. This can also maintain the conciseness. "丹" is equivalent to "pill", not "powder". It is more reasonable to use pill here. Hence, the translated name is "Plum-blossom Pills".

Table 2 Translation of TCM prescription names containing main medicine

Chinese Name	English Name	Translation Method
人参养荣丸	Ginseng Tonic Pills	Literal translation
香薷饮	Elsholtzia Drink/ Xiangru Drink	Literal translation or transliteration
梅花点舌丹	Plum-blossom Pills	Literal translation

3.2 TCM prescription names containing healing effects

Healing effects refer to the function of the medicine. Most of the TCM prescription names in the novel contain the healing effects. This type of prescription may need more words to explain the meaning, so the translated name may not fully consistent with the original name.

3.2.1 Three kinds of healing effects

TCM prescription names containing three kinds of healing effects are usually long, and it is necessary to pay attention to the conciseness of the translated name, such as " 益气养荣补脾和肝汤 (Decoction to Improve the Respiration, Fortify the Blood and Tranquillize the Live)" .

The composition of this prescription is mentioned in the novel: ginseng, Atractylodes, poria and other herbs. This composition is similar to the prescription that tonifying blood and Qi. It can nourish Qi and blood, and alleviating the disharmony between liver and spleen. Yang Xianyi employed literal translation here, resulting in redundancy in the translated name. Translators can combine the methods of literal translation and free translation. " 益气养荣 " can liberally translate into "tonics"; " 补脾和肝 " just use literal translation. The translated name is "Decoction for Tonics and Restoratives of Spleen and Liver", which is moderate in length and rich in information.

3.2.2 Two kinds of healing effects

TCM prescription names containing two kinds of effects is generally composed of six words, and the healing effects appear in the pattern of "effect + effect + dosage form". For example, " 延年神验万全丹 (longevity pills)", " 祛邪守灵丹 (pills to dispel evil influences)", " 开窍通神散 (powders to clear the mind)", and " 调经养荣丸 (the fortifying pills)". In view of their similar pattern, this paper just selects " 祛邪守灵丹 " for analysis, and the rest three prescription names just provide translated names.

This prescription is taken by Baoyu. Baoyu became extremely crazy after Zijuan, Daiyu's servent, made a joke with him that Daiyu would go home, so his grandmother gave him this as a cure. The healing effects are to remove the diseased factor in the body and restore the body to health. Yang Xianyi translated it into "pills to dispel evil influences" through free translation, which only convey out the meaning of " 祛邪 ", but lack the meaning of " 归正 ". In TCM, " 祛邪 " is usually translated as "eliminating pathogens". Translators can borrow this expression and translate " 扶正 " into "regain health". Hence, the translated name is "Pills to Eliminate Pathogens and Regain Health". The information and structure of the translated name are basically the same as that of the original name.

3.2.3 Central function

TCM prescription names containing the central function are short in length, in the form of "effect+dosage form", such as " 活络丹 (tonic for the blood)" and " 清心丸 (restorative pills)". " 活络丹 " is selected for analysis.

This prescription is used for promoting blood circulation. In terms of translation, Yang Xianyi translated it as "tonic for the blood"

through free translation, which failed to translate the meaning of activating blood circulation. It violated the principle of information. Since the central function is to let blood run smoothly in the body, it can be translated as "Pills for Activating Blood Circulation", which can not only accurately reflect the information in the original prescription, but also make the translated name the concise and natural.

Table 3 Translation of TCM Prescription Names Containing Healing Effects

Chinese Name	English Name	Translation Method
益气养荣补脾和肝汤	Decoction for Tonics and Restoratives of Spleen and Liver	Literal translation+free translation
延年神验万全丹	Longevity Pills	Free translation
祛邪守灵丹	Pills to Eliminate Pathogens and Regain Health	Free translation
开窍通神散	Powders to Induce Resuscitation	Free translation
调经养荣丸	Pills to Regularize Menstruation and Nourish Blood	Literal translation
活络丹	Pills for Activating Blood Circulation	Free translation
清心丸	Pills for Calming the Mind	Free translation

3.3 TCM prescription names containing numbers or colors

Some TCM prescription names in the novel contain numbers or colors related to the medicine, which are basically composed of "number/ color + dosage form".

3.3.1 TCM prescription names containing number

This kind of prescription names follow the pattern of "quantity of herbs + main medicine + dosage form", such as " 八 珍 益 母 丸 (eight-treasure-leonurus pills)" and " 六味地黄丸 (six-flavour-digitalis pills)".

" 八珍益母丸 " consists of leonurus and other eight herbs. It contains nine kinds of herbs in total. This prescription is mainly used for blood deficiency and irregular menstruation. From the perspective of translation, Yang Xianyi literally translated it into "eight-treasure-le-onurus pills", referring to eight precious leonurus. This expression can't show the relationship between " 八珍 " and " 益母 ", which deviate from the connotation of the original name and disobey the principle of information. Yuan Binghong[12] proposed to translate it as "Leonurus Pills with Eight Precious Ingredients", which clearly shows the relationship between the two. Generally, the translated name is accurate and concise, through which target text readers can easily get the information of original name.

"六味地黄丸" consists of six herbs: rehmannia, cornus officinalis, dries yam, rhizoma alismatis, mounan peel and Poria cocos. "地黄" rehmannia is the main medicine, which is included in the six herbs. From the perspective of translation, literal translation is adopted here. " 味 " in the original name is a quantifier, which is not necessarily to be translated. The word "flavour" is mostly used to refer to smell, which is totally different from the meaning of " 味 ", so " 味 " can be omitted. The translated name is "Digitalis Pills of Six Ingredients".

3.3.2 TCM prescription names containing color

This prescription usually follows the pattern of "color + dosage form" and the color is mostly related to the color of herbs. Literal translation is a good choice. For example, " 紫金锭 (purple-gold pills)".

This prescription is composed of realgar, clam, vermilion and other herbs. It is used for detoxifying, resolving phlegm, reducing swelling and relieving pains. Most of them are rectangular in dark brown or brown and some are tablets. In Qing Dynasty, the imperial court had the custom of giving medicines before the Dragon Boat Festival, which were made into spindle, cylinder and other shapes. Therefore, according to the background of A Dream of Red Mansions, this prescription does not refer to tablets, but troche. In terms of translation, Yang Xianyi translated color words literally. However, the translation of dosage form to "pills" does not conform to the background of the novel, and it should be replaced by the term "troche". Hence, the translated name is "Purple-gold Troche".

Table 4 TCM Prescription Names Containing Color or Number

Chinese Name	English Name	Translation Method
八珍益母丸	Leonurus Pills with Eight Precious Ingredients	Literal translation
六味地黄丸	Digitalis Pills of Six Ingredients	Literal translation
紫金锭	Purple-gold Troche	Literal translation

3.4 TCM prescription names containing cultural information

Culture information includes not only cultural elements unique to China, but also cultural elements introduced from foreign countries.

This paper discusses TCM position words and Buddhist culture in prescription names.

3.4.1 TCM position words

TCM position words are mostly related to the knowledge of pulse diagnose, and usually refer to the position of pulse diagnose, such as " 左归丸 (left restorative)" and " 右归丸 (right restorative)". Due to the two prescription is a set of opposite concepts about kidney, this paper analyzes " 左归丸 " as an example.

In this prescription, " 左 " contains cultural information. From the perspective of TCM, when feeling the pulse, the pulse condition of the left hand can feedback the deficiency of kidney-yin. After the cure of the disease, the pulse condition of the left hand will return to normal, which is in accordance with " 左归 ". From the perspective of translation, cultural information of " 左 " can't be explained in details due to the conciseness of the translated name. In this way, Yang Xianyi literally translate it into "left"; "restorative" contains the meaning of " Something that is makes you feel healthier, stronger, or more cheerful after you have been feeling tired, weak or miserable" and it is used to express the central meaning of " 归 ". The translated name is "Left Restorative Pills", which is close to the original name and the length is also acceptable.

3.4.2 Buddhist culture

Buddhism is one of religions in ancient China. There are also some prescription names that contain Buddhist culture, such as " 天王补心丹 (heavenly-king-fortifying-the-heart pills). " 天王 " contains cultural information, which refers to the kings in Buddhism. According to legends, heavenly king gave this prescription to a monk. This prescription is to calm the mind and nourish the heart. In translation, Yang Xianyi adopted literal translation: " 天王 " is translated into "heavenly king"; " 补心 " is translated into "fortifying the heart". The basic meaning of the prescription name is expressed and the cultural information is also revealed. The words are connected by hyphens, which can also let readers know this is a prescription name as the first sight.

Table 5 TCM Prescription Names Containing Cultural Information

Chinese Name	English Name	Translation Name
左归丸	Left Restorative Pills	Free translation
右归丸	Right Restorative Pills	
天王补心丹	Heavenly-king-fortifying-the-heart pills	Literal translation

4.Conclusion

Based on the TCM prescription names in A Dream of Red Mansions, this paper systematically classifies and discusses translation methods of TCM prescription names containing main medicine, healing effects, numbers or colors, and cultural information so as to provide some reference for the translation of prescription names. The prescription name is an epitome of TCM culture. In A Dream of Red Mansions, it also has association with the characters and plot development. The translation of TCM prescription names in literary works should not only combine the professional knowledge of TCM, but also consider plots and reading effects of readers. The translation of TCM prescription names needs to be further normalized and standardized.

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About the author：

Mengxue Chen, Female, February 2000, ethnic Han, born in Hengshui, Hebei Province, Tianjin University, 300350, Class 2022: Master of Translation and Interpretation, School of Foreign Languages

A Study of the Impact and Application of Artificial Intelligence in the Field of Journalism and Communication

Dapeng Ning, Zhiqing Fu

Sichuan University of Media and Communications, Chengdu, 412006, China.

Abstract: With the development of artificial intelligence technology, it is increasingly applied to the field of news dissemination. Although the application of AI technology has greatly promoted the development of news dissemination, there are still many hidden dangers behind it. For the media and journalists, AI should be properly recognized and utilized, rather than being reduced to the appendage of technology, which should not lead the industry astray. The article analyzes the impact of the application of artificial intelligence technology in news communication, and discusses the research on its application in news communication, in order to play a certain role in promoting the healthy development of China's news communication industry.

Keywords: News Communication; Artificial Intelligence; Technology Impact; Application Research

Introduction

The concept of artificial intelligence has long been put forward, but in recent years, it has only been used in a small number of applications in the field of news dissemination, and the application is not very mature. The emergence of artificial intelligence has brought the field of news dissemination into the era of intelligence, and has had a profound impact on all aspects of this field. From collecting news information to producing news content, from product release to reception and feedback, artificial intelligence can be seen everywhere. In this case, news communication practitioners need to make scientific application of artificial intelligence, explore their own advantages, enhance the positive impact, so as to better promote the development of the field of news communication.

1. the impact of the application of artificial intelligence in the field of news dissemination

1.1 Improve news production efficiency and promote media intelligence

In the traditional news industry, news production mainly relies on journalists to actively collect or receive manuscripts submitted by the public, conduct in-depth interviews and exploration of hot social events, and finally form news information. The process is mainly manual and has a low productivity. The second artificial intelligence technology has a strong information retrieval function, which can automatically screen out the current hot topics and the most valuable news materials for journalists, thus greatly expanding the scope of journalists' topic selection. At the same time, the use of natural language processing technology, so that artificial intelligence can realize automatic writing.

1.2 Accelerating the speed of news dissemination and revolutionizing the way of news distribution

From the perspective of news dissemination and distribution, artificial intelligence can accurately push and distribute messages through algorithmic data according to the type, characteristics, and user groups of the message, which greatly improves the efficiency of information resource allocation and accelerates the speed of news dissemination. First, the use of artificial intelligence technology can automatically push the news to the user. Through the analysis of user behavior, combined with predictive learning and other methods, the user's reading preferences are mined, so as to make personalized recommendations for them, and this method greatly improves the speed and efficiency of news publishing. Second, artificial intelligence can send information to multiple platforms at the same time. Artificial intelligence realizes cross-platform information dissemination through automatic identification of news content and format conversion.

1.3 Enhance news interactivity, enhance user experience and stickiness

The application of artificial intelligence technology in news dissemination, personalized news push and virtual anchor information push

can accelerate the dissemination of news, but also open up a new mode of news release, enhance news interactivity, and enhance user experience and stickiness. In addition, the user's browsing history can also reflect the user's preference for messages. Artificial intelligence analyzes the user's browsing history to provide personalized information recommendations, so that he or she can better access the information he or she is interested in, thus enhancing the user experience. Intelligent virtual hosts can interact with users who leave messages and answer their questions.

2. the application of artificial intelligence in the field of news dissemination

2.1 application in content production

2.1.1 machine intelligent production of news content

The intelligent information of the machine is based on the collected news information, and the machine uses image recognition technology to interpret the news information and evaluate its value. On this basis, it combines big data processing, intelligent algorithms and other technologies to correlate, retrieve and semantically sort new data to realize the generation of text content. Machine writing is a computer program-based news content generation, which can generate personalized and rich news content in a timely manner through the analysis and processing of big data, and is very suitable for data analysis in news production fields such as finance and sports.

2.1.2 Direction of machine writing application

In the view of journalists, machine writing is a repetitive task, such as recognition, processing, storage and analysis, which enables journalists to spend more effort and time on in-depth reporting and to establish multiple media distribution platforms to realize news reports written by machines. Machine writing can last for a long period of time and can produce 24 hours of news content in seconds. Based on this, artificial intelligence, big data processing, corpus and other technologies and methods are combined to realize multiple types of news information. It is important for the development of the news communication industry by establishing user profiles, accurately targeting user needs, and realizing accurate marketing.

2.2 applications in news distribution

2.2.1 machine algorithm

In the current field of news distribution, intelligent recommendation has become a mainstream distribution method, effectively combining the advantages of Internet editing, search engines, social media and other advantages, and reconfiguring the traditional matching and distribution methods with machine arithmetic. Artificial intelligence can precisely enable users to adjust the content of information to better meet their personalized needs. In terms of information distribution, the use of machine algorithms instead of manual distribution provides strict quality control of information and challenges the original guidelines for selecting the value of information. The algorithms of machines are not limited to the release of information, but include the capture, integration, analysis and discovery of information. For the traditional news media, this is a change from "information dissemination" to "knowledge dissemination", and extends the computational power of computers to the realm of public opinion.

2.2.2 machine algorithm application direction

In terms of network rumor management, a special rumor prevention mechanism is constructed, a digital model of rumors is constructed, and specific educational strategies are proposed. On this basis, based on user behavior data, a model library for predicting rumors is constructed to realize the identification and prediction of rumors. Computer simulation technology is used to simulate the process of rumor evolution, determine the dynamics law of rumor evolution, and propose response strategies to deal with rumors. On this basis, a corresponding credit rating management mechanism is established for rumor mongers and easy-believers on the platform, and a corresponding rumor database is set up to realize real-time dynamic management of rumors. Public opinion monitoring adopts machine algorithms to intelligently distribute news information, push for hotspots that users care about, and dynamically monitor public opinion through new data and methods. In the field of information communication, machine algorithms have various application directions. Intelligent distribution pays attention to human sensory needs, meets the basic requirements of users for the authenticity and timeliness of news content, improves the presentation of

news, and raises the attention of users to mainstream news.

2.3 Application in user reception and feedback

2.3.1 Application in user reception

The terminal application based on artificial intelligence technology serves as the user receiving end, and based on machine algorithms, it realizes personalized and scenario-based information recommendation through the analysis of product release patterns. The algorithm accurately locates the user's need to get more attention through the accurate search of social media in the social network to get more attention. Intelligent terminal establishes a link between the user and information generation for the user to receive. Currently, virtual reality and augmented reality technologies bring users an immersive feeling and are applied to news dissemination to realize good human-computer interaction, such as intelligent voice interaction, somatosensory interaction and virtual reality.

2.3.2 Application in User Feedback

The main features of the intelligent comment review system are: accurate identification, permission setting, instant interception, intelligent shielding, and intelligent error correction, which uses webpage crawling technology to obtain comment and message data, identifies the content of the platform and the content forwarded through algorithms, and accurately demonstrates the access permission setting of users to users according to the big data of the users and intelligently captures and shields the abnormal information, and it can also messages to correct spelling errors. In the field of news dissemination, it can receive the opinions of netizens as well as provide feedback on public opinions, and play a certain purifying role.

2.4 applications in information gathering

2.4.1 News Intelligent Sensor

In the era of artificial intelligence, news information collection is a kind of information collection based on artificial intelligence, which combines big data with intelligent, automated and real-time collection of information. A sensor is essentially an information acquisition and access device to monitor, acquire, and convert measurement data into electrical or other signals. It is a device that extends human senses with multiple functions such as recording, storing, displaying, controlling, and transmitting.

2.4.2 Sensor application direction

First, as a news source, the main task of the sensor is to collect news information, expand the collection dimension, expand the intelligent sensing scope of information collection, and ensure the comprehensiveness, integrity and reliability of data collection. On this basis, through the analysis and mining of big data, the development trend of the event is predicted, so as to realize the prediction of news events. Based on the analysis of user demand, user feedback, reading habits, basic information, reading behavior, etc., a complete user portrait is established, which can provide accurate user information for news creation, thus realizing personalized news creation.

Secondly, flexible portable sensors with mixed behavior detection, biofeedback, and effective and flexible analysis capabilities can collect data on users' psychology, physiology, and emotions, thus obtaining more in-depth and accurate user data, which is the key to realizing the transformation of news production into intelligence. Utilizing utility sensors, media-owned sensing systems and user sensors, data are automatically collected, processed and analyzed, and deeply mined to distill valuable news clues, point journalists in the direction of their work, and enhance the authenticity of news.

3. Conclusion

To summarize, artificial intelligence is a representative new generation of information technology, whose application field is increasingly expanding, the depth of application is deepening, and the application effect is becoming more and more prominent. In the field of news dissemination, the application of artificial intelligence has produced different degrees of impact and change on the traditional industry ecology, reconfigured the news production mode, realized the intelligent collection of information, broke the limitations of time and space, and brought more comprehensive, accurate and timely information to news production. With the continuous progress of science and technology, artificial intelligence will gradually penetrate into all aspects of news dissemination, and will be a new, sustainable and creative source of de-

velopment power and technology.

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A Study on Strategies for Bridging the Digital Gender Divide through Digital Literacy Education

Xinyu Zhang

Faculty of Education, Guangxi Normal University, Guilin 541006, China.

Abstract: Digital literacy refers to the collection of skills and abilities that individuals in the digital society should possess for learning, working, and daily life. These skills include digital awareness, computational thinking, digital learning and innovation, and digital social responsibility. Enhancing the digital literacy of citizens is a crucial step in improving individuals' social adaptability and competitiveness, thereby contributing to the sustainable development of our society. However, the emergence of social inequality has given rise to a significant challenge known as the digital gender divide, hindering women's full and effective participation in the digital domain and their comprehensive development. The digital gender divide, which is no longer an invisible issue in today's society, encompasses issues such as unequal access to digital resources, distorted gender identity constructions, and the sense of insecurity that women often experience in digital spaces. These issues require focused attentions and solutions. This study uses real-life cases to explore the development of gender-inclusive perspectives in digital literacy education. The findings of the study hold the potential to foster gender equality in education by promoting inclusivity, increasing women's participation, and fortifying digital security. By doing so, this approach will empower women for exceptional growth in the digital era, marking a substantial step towards a more equitable and secure digital society.

Keywords: Digital Literacy Education; Digital Gender Divide; Gender Equality

1. Introduction

With the widespread application of technologies such as cloud computing, big data, and artificial intelligence, digital literacy has become an indispensable survival skill for modern individuals. The "Action Plan for Enhancing National Digital Literacy and Skills" (2023) clearly emphasizes the importance of improving the digital literacy and skills of the entire population, considering it a strategic task for enhancing the quality of the nation and promoting the comprehensive development of individuals. However, it is essential to recognize that inequalities exist in accessing digital technologies, using digital tools sensibly, and applying digital skills. The digital gender divide is a specific manifestation of the digital divide among different gender groups. The OECD's report "Bridging the Digital Gender Divide: Include, Upskill, Innovate"(2019) analyzes the technological and socio-cultural reasons behind the formation of the digital gender divide and provides practical guidance for G20 countries based on successful cases in bridging the digital gender divide. Subsequently, the report "The Role of Education and Skills in Bridging the Digital Gender Divide" (2020) was released. It highlights that education and training are aimed at eliminating gender differences in attitudes and abilities, changing cultural norms, and dispelling stereotypes. In an information and communication technology environment, these efforts are the most cost-effective and have a lasting impact.

2. From Media Literacy to Digital Literacy

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines media literacy as a set of abilities empowering citizens to approach, access, understand, evaluate, utilize, and create information in a critical, ethical, and effective manner, regardless of the form of media. In the 1920s and 1930s, the widespread popularity of film and television, coupled with the prevalence of popular culture, had a profound impact on traditional societal norms, making the media environment more complex and dynamic. To alleviate social anxieties and prevent young people from losing their direction in the face of media influences, the British scholar Leavis first advocated for the protection of youth through media literacy education in 1933.

Since the 1960s, researchers in communication and education studies have witnessed a gradual evolution in the understanding of media literacy. The emphasis has shifted away from resisting media and advocating for "parental" or "protectionist" approaches to media literacy education. Instead, there is a greater focus on the agency of students in actively engaging with media literacy education. Starting in the 1990s,

with the rapid development and widespread adoption of modern digital technologies such as the Internet, the public ceased to be mere passive recipients of media information and became creators and primary disseminators of content. Consequently, the focus and primary content of media literacy education have continued to evolve, placing increased emphasis not only on critical awareness and interpretation of media forms and content but also on cultivating innovative thinking and communication skills.

The concept of "digital literacy" was first introduced by Israeli scholar Yoram Eshet-Alkalai in 1994. He defined it as "the ability to understand and use various digital resources and information displayed on a computer, including five frameworks: visual literacy, reproduction literacy, branching literacy, information literacy, and social-emotional literacy."(2004) In 1997, Paul Gilster defined digital literacy as the ability to acquire, comprehend, evaluate, and integrate various digital information and emphasized the importance of digital technology as a "basic life skill."(1997) This underscores that digital literacy no longer positions individuals in opposition to digital technology but emphasizes the symbiotic relationship between people and digital technology, considering it an essential component and effective tool for achieving sustainable development.

3. Digital Gender Divide

The digital gender divide refers to the significant differences in digital information technology between different gender groups. While the development of modern information technology has brought about some positive changes in improving the status of women in socioeconomic contexts. However, as the digital age continues to advance, gender equality development faces unprecedented challenges. According to the "Global Gender Gap Report 2023" by the World Economic Forum(2023), the proportion of women in STEM fields is only 29.2%, and the representation of women in the field of artificial intelligence stands at a mere 30%. Additionally, gender equality in courses related to technology literacy, artificial intelligence, big data, and other technical disciplines on the Coursera online learning platform falls far below 50%. These objective data and real-life situations indicate that the digital gender divide is no longer a latent issue in today's society. Unequal distribution of digital resources, biases in gender identity construction, and the sense of insecurity women experience in digital spaces all demand attention and solutions.

3.1 Gender Inequality in Digital Resources

The digital gender divide is primarily manifested in the impact of gender on the accessibility of digital resources. The United Nations Summit adopted the "2030 Sustainable Development Agenda,"(2015) with Sustainable Development Goal 5 emphasizing the achievement of gender equality and the empowerment of all women and girls, particularly highlighting the use of technologies, especially information and communication technologies, to promote the empowerment of women. People's lifestyles are undergoing a series of changes with the advent of the digital age. For example, medical institutions nationwide are actively promoting digitalization to provide digital medical services such as online consultations, appointment scheduling, and self-diagnosis. While these developments offer more convenient options for people, they also increase the difficulty of accessing medical services for those unfamiliar with digital methods. This group must have access to digital resources to enjoy digital medical services. However, the "2023 Gender Mobile Gap Report" released by the GSMA (Groupe Speciale Mobile Association) in Germany(2023) shows that in low and middle-income countries, 900 million women are not yet connected to mobile broadband, and 440 million women do not have mobile phones. Furthermore, women are 19% less likely to use mobile internet than men, equivalent to approximately 310 million fewer female mobile internet users than male users. According to the "Measuring Digital Development: Facts and Figures 2022" data published by the International Telecommunication Union of the United Nations(2022), globally, 63% of women have access to the internet, while the percentage for men is 69%. This indicates that women are still on the periphery of the digital realm, and their inability to access and acquire digital resources is a prominent manifestation of the growing digital gender divide.

The influence of societal culture is a primary reason why women are in an unequal position in accessing digital resources. Outdated societal norms such as "women have no talents, they have virtues" and the division of labor where men work outside and women work inside the home are widely accepted, hindering the full expression of women's individual abilities. This backward cultural environment, as an intangible form of oppression, restricts women's potential and places them in a secondary position in the accumulation of advanced digital resources. The dual environmental pressures continually stifle women's curiosity and innovative spirit, placing them at a disadvantage in re-

al-world professional competition, significantly impacting their personal growth and adaptability to societal development. The socioeconomic and cultural development demands women to actively participate in societal activities, balance and reconcile their societal and familial roles. Yet, traditional social morals and gender role divisions continue to habitually dictate women's roles. This leads to sharp role conflicts and role psychological barriers, as women are expected to fulfill the physiological duties of pregnancy, childbirth, and breastfeeding while also spending time and energy keeping up with the development of the digital age. This inevitably places women in a dilemma when they have the opportunity to access educational courses on how to better utilize digital resources.

3.2 Distorted Gender Identity Construction

The involvement of women in the field of digital technology and participation in digital information sharing are significantly lower compared to men. As a result, the digital gender representation in the digital space tends to be monolithic. In the field of artificial intelligence, digital male characters are often portrayed as tall, brave, possessing superhuman abilities, tremendous physical strength, and invincibility. In contrast, digital female characters lack specific visual representations and are often limited to voice-only roles. For instance, the default setting for digital assistants, which are designed to follow user instructions, often utilizes female voices. This standardized presentation of gender images is also associated with concealment. International non-governmental organization "Global Witness" (2021) stated that social media platforms such as Facebook have been ineffective in preventing discriminatory ad placements targeting specific demographics. Furthermore, their algorithms exhibit bias in deciding which users see or do not see certain ads. In one experiment, nearly all Facebook users who received job advertisements for mechanical workers were male, while users who received job advertisements for daycare nannies were overwhelmingly female. These stereotypical gender representations in the digital space are an extension of real-life scenarios and reinforce inappropriate gender stereotypes through their hidden nature. Consequently, the portrayal of women in the digital space is likely to be rigid and passive rather than diverse and proactive.

This monolithic portrayal of societal gender roles is influenced by gender stereotypes. Gender stereotypes refer to simplified generalizations about the characteristics of different gender groups that are formed in society. These gender stereotypes can often blind individuals, suppressing the diversity of gender characteristics and rich personalities within different gender groups. This notion leads to a psychological phenomenon known as "stereotype threat effect," a social phenomenon proposed from a psychological perspective by Steele and Aronson in 1995. It refers to the potential decrease in individual performance when a certain group is influenced by negative societal stereotypes about them. This phenomenon has been confirmed in various fields, and when this threat is related to gender stereotypes, it is referred to as "gender stereotype threat." Specifically, myths such as "girls are suitable for studying humanities, and boys are suitable for studying sciences" may make women feel uncomfortable in STEM fields and may also have a negative impact on men's performance in the humanities. The reality of a monolithic digital gender representation also reflects the relatively low number of female professionals in the digital technology field and their limited opportunities for holding senior leadership positions in this field. This often results in a lack of gender equality perspectives in the development of digital technology and the presentation of related content. It establishes a predominantly male-driven digital space culture, transplanting and extending gender stereotypes and discrimination issues from traditional societal spaces to the digital realm.

3.3 Threats to Digital Security

The digital living space, facilitated by digital information technology, provides women with extensive opportunities for active participation in social, political, economic, and cultural life. It enables communication and the exchange of life experiences among various groups of women. However, the issue of digital gender-based violence has become increasingly complex and severe, making it challenging to address effectively. According to the definition of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), digital gender-based violence refers to violence based on gender carried out through digital or online means. This includes actions that cause physical, psychological, or gender-based harm, suffering, threats, and the deprivation of an individual's freedom of movement. Digital gender-based violence encompasses multiple types, such as online stalking, malicious dissemination of personal intimate/gender-related information, among others.

Taking doxing, malicious online discourse, and online stalking harassment as examples, these behaviors have commonalities in that they involve obtaining the personal information and whereabouts of the victim through their social media and interpersonal networks and disrupting the victim through online networks and communication technology to attract their attention and interfere with their emotions. These actions have led to concerns and fears among the victims about their personal safety, placing them in a vulnerable gender position that makes them easily observable, commented upon, and violated, placing them within the realm of digital gender-based violence. Information disseminated online without confirmation and without consent is often devoid of authenticity and context. However, due to technological interventions, these derogatory messages are spread, become uncontrollable, and are permanently stored, gradually evolving into a culture of humiliation.

The naturalization of the male gaze is one of the underlying factors contributing to the frequent occurrence of digital gender-based violence incidents. The male gaze (2008) refers to the portrayal of women and reality from a heterosexual male perspective, objectifying women to cater to the desires of heterosexual men. The male gaze often objectifies the image of women, presenting them as objects to fulfill male desires and attention. This objectification reinforces the notion that a woman's primary value lies in her appearance and sexual attractiveness. Such a cultural atmosphere provides fertile ground for the emergence of digital gender-based violence because perpetrators view women as objects rather than individuals with rights and dignity, making it easier to engage in digital gender-based violence against them. Behind the male gaze, there are complex power dynamics that play significant roles in digital gender-based violence. Perpetrators often seek to maintain or strengthen control over women through digital gender-based violence to satisfy their own gender and power needs. This infringes on the rights and dignity of the victims and reflects deeply ingrained gender inequality issues in society. In the digital space, this inequality issue may become more pronounced because attackers can more easily engage in digital gender-based violence in a relatively anonymous environment, leaving victims feeling more helpless and exposed. To address this issue, we need to challenge this viewing pattern and take proactive measures to protect potential victims, working toward broader gender equality goals.

4. Promoting Gender Equality and Development through Digital Literacy Education

4.1 Enhancing Inclusive Education

With the gradual establishment and improvement of lifelong education systems, digital literacy education should make full use of existing educational institutions, develop multi-level, multi-type training programs, and establish an educational system suitable for women's development, continually narrowing the digital gender divide. The Digital Competence Development System project launched in the European region in 2018 is a specialized learning and training program designed for adults in Europe who lack basic digital literacy. Education is inherently a systematic social engineering effort. Therefore, providing women with top-down digital literacy education, coordinating and mobilizing resources, and establishing appropriate training and necessary tracking services with feedback systems are essential to bridge the digital gender divide through digital literacy education.

On the other hand, while the development of digital technology has brought convenience to people's lives, it has also increased the economic expenses related to digital activities. Women may face economic burdens and psychological pressures, limiting their opportunities to receive digital literacy education. As a result, governments, businesses, and various nonprofit organizations should actively develop free and secure digital public learning platforms. They should provide affordable, high-quality digital literacy learning resources and create a relaxed learning environment with flexible schedules and diverse learning formats for women, thus alleviating the economic and psychological burdens women face when engaging in digital literacy education.

Furthermore, inclusive digital literacy education, when implemented, should pay special attention to the broad coverage of the target audience to ensure that all women, particularly those from marginalized groups, can benefit. Some educational programs have already achieved positive results in this regard. For example, Lenovo Group (2023) has initiated the "Purple Collar Project," aimed at nurturing multi-skilled "purple-collar" talents in the technology field while providing educational opportunities for children, especially girls, in remote areas. To achieve gender equality through digital literacy education, it is crucial to address the real needs of women based on their backgrounds and experiences. Accordingly, the goals, core content, and emphasis of digital literacy education should be tailored to different learn-

er profiles. For example, for women who have never been exposed to the concept and content of digital literacy, education should focus on increasing their understanding of basic digital literacy concepts and their significance, sparking critical thinking. For women who understand the importance of digital literacy but need to learn how to apply it in real life, educational plans should be designed to align with their daily lives, finding practical solutions and designing evaluation metrics accordingly.

Finally, when promoting digital literacy education, we must consider that women from different backgrounds and experiences may require different forms of digital literacy training. Therefore, the training methods must be women-friendly and easily understood. One reason some educational and training programs have had poor outcomes is that the teaching methods adopted fail to be comprehensible and acceptable to women. For instance, providing copious written materials to women with limited literacy skills or assigning extensive homework to women who need to juggle work and household responsibilities are not effective strategies. In this regard, community organizations and women's unions and other institutions implementing digital literacy education can create teaching materials that rely primarily on visual aids and use textual explanations as supplements, reducing the difficulty of reading and increasing learner engagement.

4.2 Increasing Women's Participation

The degree of women's involvement in decision-making regarding digital literacy education is a vital indicator in bridging the digital gender divide. Achieving a participation rate of 50% or higher for women in all aspects of digital literacy education planning, including leadership, management, and decision-making within digital literacy implementation institutions, is essential for ensuring that women's voices are heard and for creating a force that incorporates gender considerations into decision-making. In the context of decision-making for digital literacy education, women's participation is not merely a symbol of striving for gender equality; it is also a critical factor in ensuring that digital literacy education genuinely addresses the needs and concerns of women. If only sporadic few women are involved in the decision-making processes of digital literacy education, it will be challenging to effectively incorporate women's concerns and needs into educational planning and implementation. This could potentially lead to gender biases and discrimination within digital literacy education, further solidifying the stereotypical images of digital women and perpetuating gender inequalities.

The insufficient participation of women is also reflected in the presentation of educational materials. Despite the increasing presence of female role models in classroom teaching in recent years, they remain a minority and are often relegated to auxiliary roles. Research (2001) indicates that even in prestigious award-winning children's books, there are still biases in the portrayal of gender roles. This implies that female role models remain scarce even in high-quality educational materials. The lack of both quantity and quality in female representation, and their frequent disregard or replacement, contributes to gender biases that hinder women's interest and confidence in excelling in the field. In 2009, Professor Londa Schiebinger of Stanford University, a historian of science and technology, initiated the Gendered Innovations project, which led to the establishment of the Gendered Innovations website, covering various fields such as science, health, medicine, engineering, and the environment. The project (2018) aimed to demonstrate how applying gender analysis can drive technological innovation and excellence. This approach was soon applied in research in fields such as philosophy, political science, and sociology. In the context of digital literacy education, gendered innovation is crucial in that it focuses on multiple differences, inequality patterns, and individual and collective potentials often overlooked or underestimated in educational materials and textbooks predominantly authored from a male perspective. Through gendered innovation, it is possible to eliminate gender biases and stereotypes present in the educational materials used in digital literacy education, providing women with the opportunity to be knowledge producers. Effective digital literacy training materials that bridge the digital gender divide and promote gender equality development can only be created when authors possess a gendered societal perspective and a profound understanding of women's real-life situations. Digitally engaging and motivating digital literacy educational materials featuring women as protagonists are essential in changing the traditional status of women in the field of digital technology. On the other hand, compiling successful case studies in the country to promote digital literacy learning among female students, enhance academic achievements, foster interest, and influence career choices, and presenting these as free reference materials or supplementary learning resources during the digital literacy education process, can provide many women with positive psychological signals. This can contribute to reducing gender disparities and bridging the digital gender divide, thereby raising the overall quality of the national digital literacy.

4.3 Strengthening Digital Security Capabilities

Digital literacy education is based on the fundamental concept of empowering women. Alongside teaching women digital concepts and practical digital skills, it should also inspire self-awareness, making them realize their rights and capabilities in the digital space. Currently, handling cases of digital gender-based violence often presents several challenges for relevant authorities. These difficulties may include difficulties in identifying the perpetrators, inapplicability of existing laws, and relatively lenient sanctions for the perpetrators. Therefore, the channels for digital literacy education should be diversified. In addition to formal curricula, workshops and discussion sessions using real-world cases as material for analysis and situational simulations should be organized to encourage learners' autonomy and proactivity and enhance their problem-solving abilities.

Digital literacy education professionals can integrate three protective principles into everyday classroom instruction to assist learners in dealing with digital gender-based violence more confidently. First, educators should emphasize that the support of friends and family is more critical than facing such challenges alone. Secondly, learners should be taught to preserve clear evidence for effective legal actions against wrongdoers. Lastly, learners should understand that their actions serve not only their own interests but also the prevention of more innocent individuals becoming victims. These three principles encompass potential victims, perpetrators, and those in proximity. In contrast to other gender-related issues, cases of online harassment and digital gender-based violence often require assistance and protection from people in the victims' vicinity. These cases frequently erode victims' trust and sense of security in interpersonal relationships, the digital space, and privacy. Therefore, digital literacy education should be combined with the establishment of support systems for women, such as organizing learners into networks for continued mutual support after the educational program concludes. Additionally, collaborating with local women's organizations to provide ongoing support and guidance for women who have undergone digital literacy training is crucial. For some learners, they may continue to face issues related to digital gender-based violence in their actual digital lives, and their participation in digital literacy education will not have achieved its goals if these problems are not adequately addressed. Therefore, support networks after the course is crucial for addressing practical problems.

Furthermore, it's essential to emphasize that women are not just recipients of content in the digital space; they are also producers with agency and the ability to take action. Therefore, in the process of digital literacy education, women learners should understand the importance of not randomly capturing or sharing their own or others' private information and photos, not mocking or blaming victims, and taking steps to protect themselves and others in the digital space, as this is an effective way to prevent the frequent occurrence of digital gender-based violence. However, this does not mean that the responsibility for bridging the digital gender divide should be placed entirely on women. The elimination of violence and discrimination in the digital space, as well as changing traditional societal norms regarding women, requires collective efforts from society and all citizens.

The "Outline for the Development of Chinese Women (2021-2030)"(2021) states that women are creators of human civilization, drivers of social progress, and a crucial force in building a socialist modernization country. Gender equality and the comprehensive development of women are important indicators of societal progress. Among its goals, the outline includes elevating women's media literacy and enhancing their ability to utilize information technology to participate in the high-quality development of the economy and society in the new era.

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Reflections on Standardizing University Class Management

Di Zhang, Yan Cai

Wenzhou Medical University, School of Nursing, Wenzhou 325035, China.

Abstract: University classes, serving as the primary organizational carriers for college students' self-education, self-management, and self-service, play a significant role in both academic and social spheres. This paper primarily explores university class management from three levels of class organization. The aim is to propose practical and feasible suggestions for current university class management, thereby achieving standardized self-management of university classes.

Keywords: University; Class Management; Standardization

1. Introduction

Classroom management is a dynamic process where teachers, with specific goals and requirements, [1] use various means and measures to lead the entire class. They plan, organize, coordinate, and control various resources within the class to achieve educational objectives. This holds true for university classroom management as well. As an organizational form, university classes share attributes with other organizations but also possess unique characteristics. Hence, the exploration of university class management is particularly important.

2. University Classes and Their Management

2.1 The Role of University Classes

University classes have always been the most fundamental student organization in higher education. They are the main carriers of self-education, self-management, and self-service for college students. They ensure the normal functioning of education and management in universities, promote the socialization and personal development of students, and also act as a protective and developmental peer group.

2.1.1 Organizational Functions of University Classes

University classes are grassroots organizations established by universities for education. The creation of classes allows teachers to conduct lessons in a fixed setting and fulfill their teaching responsibilities. It also enables students to form a cohesive group within the class, playing an important role in university management. University classes are where students find a sense of psychological belonging, a necessity according to Maslow's hierarchy of needs. This sense of belonging is vital for forming a good class collective in the later stages.[2]

2.1.2 Educational Functions of University Classes

No matter how university classes evolve, they should not forget their original value pursuit. Since their inception, classes have been the fundamental units of schools. Their educational function is always present, mainly manifested in imparting higher education content efficiently. Moreover, they play a crucial role in shaping the value systems of students through a positive atmosphere and peer influence.

2.1.3 Socialization Functions of University Classes

Universities influence individuals mainly by promoting personalization and socialization.[3] The socialization process is essential for transitioning from a natural person to a social one. As a grassroots university organization, classes play a crucial role in this process. They help students break away from excessive dependence on parents and teachers from high school, learn social norms and values, acquire knowledge and skills for social life, and develop a sense of responsibility for future social roles.

2.2 The Importance and Necessity of University Class Management

Strengthening university class management reflects a responsibility for the future development of students. College students, unlike high school students focused solely on exams, need to learn knowledge and the ability to acquire it, along with social norms. Effective class management guides their behavior towards healthy development and adaptation to school and class life, laying a solid foundation for their gradual transition to society.

Effective class management is also essential for the efficient operation of a university. Besides the need for correct leadership decisions, active cooperation from participants is crucial. Without managing the basic participants, university work could become chaotic. As a primary organization for students' self-education, self-management, and self-service, effective class management complements university work and fosters a positive internal atmosphere.

Strengthening class management is a responsibility towards the nation and society. College students are often considered societal elites, and their development affects not only themselves but also the entire society. They are a precious human resource, the hope of the nation, and the future of the country. Therefore, enhancing university class management to cultivate more talented individuals with both moral and intellectual integrity is of significant importance to the country's long-term planning and development.

3. Current Issues in University Class Management

University class organizations can be divided into three levels: "leadership", "management", and "grassroots". The "leadership" primarily handles the overall direction of the class, the "management" is responsible for implementing specific management policies and organizing activities, and the "grassroots" involves the participation and support of class activities to achieve set goals. Coordinating the interests of each level is beneficial for class management. Due to the continuous expansion of higher education, increasing student numbers, and growing class sizes, the difficulty of managing university classes has increased. Analyzing the current state of university class management from these three dimensions reveals several issues.

3.1 Leadership in University Class Management

Misalignment in Leadership. A distinct feature of university classes compared to other classes is their role as the main organizational body for students' self-education, self-management, and self-service. The leadership in university class management should consist of student leaders like class presidents, party secretaries, and vice-presidents. Currently, the actual control in university class management is often in the hands of counselors and class advisors. This misalignment in leadership raises questions about the purpose and effectiveness of university class management.

Specificity of Leaders. Due to the misalignment in leadership, counselors and class advisors have become the primary leaders in class management. Counselors, responsible for the specific student affairs in universities, handle a range of tasks including class construction, dormitory management, part-time jobs, career planning, employment services, psychological counseling, and ideological and political education. However, in practice, counselors often manage minutiae, reducing the efficiency of self-organization in university classes. Additionally, university class managers often treat students as immature, making the quality of class management dependent on the capabilities of the counselors or class advisors. Due to their varied responsibilities, they may not have enough time or energy to attend to every class, leading to superficial class management.

3.2 Management Layer in University Class Management

The "management" layer in class organizations is mainly responsible for implementing specific management policies and organizing activities. This layer typically includes class leaders such as the class president, party secretary, study committee members, life committee members, and publicity committee members. They play a crucial role in the management of university classes, [4]and the effectiveness of class management is closely related to each committee member.

Incomplete Committee Teams. Committee members are essential for carrying out class work and cannot be replaced. They coordinate the relationship between counselors, teachers, and students, as well as between school work and class activities. An improvement in the committee team's construction can enhance internal self-management in the class and better implement student work in schools. However, the existing committee teams are not robust. Members lack guidance in their work, long-term planning and thinking, and institutional support. Combined with academic pressure, this leads to a lack of fulfillment and motivation in class management tasks, which is detrimental to both the members and the long-term development of the class.

Unreasonable Class Rules and Regulations. Class rules and regulations can act as a group norm, setting standards and constraints to

ensure the normal existence and development of a group. Due to the diversity of personalities within a university class, establishing widely accepted rules and regulations not only standardizes student behavior but also protects their individual interests. However, in reality, many university students, feeling that they are no longer the elementary students needing restraint, question the necessity of class rules. They enjoy absolute freedom but complain about the lack of transparent regulations when it affects their interests. Even if some classes have established rules, they are often ineffective due to being mostly derived from school policies, teachers' ideas, or the committee's wishes.

Idealization of Class Activities. Class activities promote self-education, enhance communication within the class, and build cohesion. The scope of existing class activities is broad, including large-scale school events, student union activities, and class-organized group day activities. However, the focus on participant numbers in every activity burdens students with excessive involvement, losing sight of the original intent of class activities. Organizers should consider students' real needs rather than arranging numerous superficial activities, which can dampen students' enthusiasm for participation instead of enriching their extracurricular life and creating a positive social environment.

Contradictions in Class Management. With reforms in university management systems, the traditional single administrative model is gradually being replaced by a more diverse governance model. This change has also affected the concept and approach of managing student organizations in universities. Student organizations are no longer passively managed but are granted a degree of autonomy, emphasizing self-governance. However, contradictions exist between this autonomy and school departments, hindering the normal functioning of self-education, self-management, and self-service.

3.3 Grassroots in University Class Management

The grassroots of university class management refer to all class members excluding class leaders. As the subjects of management, the grassroots play a supporting role in the execution of management, and as beneficiaries, they enjoy the advantages brought by the university class management system. Due to contemporary college students' distinct personalities, weakened collective consciousness, diverse values, and varied ways of interaction, a series of new characteristics have emerged. More and more class members feel a lack of class cohesion and a sense of belonging to the class, affecting their identification with the class. Class cohesion can provide psychological belonging to the students, and its absence can make the class members perceive the class as just a cold entity, rather than feeling the warmth of a collective group.

4. Thoughts on Strengthening the Standardization of University Class Management

Establishing effective class management is a dynamic and complex task. University educators must develop targeted management measures based on the distinct characteristics of different students and classes, continually refining these approaches during implementation.

4.1 Empowerment in the Leadership Layer of Class Management

The current challenges in university class management primarily stem from entrenched roles: teachers as educators and managers, and students as the educated and managed. This mindset concentrates management authority in the hands of teachers. However, teachers can delegate some of this authority to students. University students, capable of rational thinking and strong self-care skills, can be chosen as class committee members to manage day-to-day class affairs. As committee members come from the student body, their handling of class affairs tends to align more with the interests of most students and is more readily accepted. However, this management model is not without concerns. Firstly, decentralizing power can lead to a lack of necessary communication between teachers and the majority of the class. Secondly, entrusting power to an irresponsible committee team can have detrimental effects on class management. Therefore, the delegation of authority by the leadership layer should be within certain limits, and teachers should supervise to prevent abuse of power. Gradual decentralization of management authority will lay the foundation for truly realizing self-management in university classes.

4.2 Standardization in the Management Layer of Class Management

Addressing the issues in the management layer of class management requires targeted solutions. For the incomplete committee teams, improvements can be made in their operation, offering more support and psychological preparation; for the unreasonable class rules and reg-

ulations, efforts should be made to refine these rules to gain genuine acceptance from teachers, committee members, and class members; for the idealization of class activities, unique and meaningful class activities should be created to truly fulfill their intended purpose; and for the contradictions in class management, seeking resolution under the existing educational system and advocating for maximum autonomy for university classes. Standardized committee teams, class rules and regulations, class activities, and autonomy boundaries will all contribute to the enhancement of university class management.

4.3 Cooperation at the Grassroots Level of Class Management

Participants in class management should establish an unprecedented common understanding and a shared vision for development, thereby strengthening cohesion. When organizational members share a common vision, it becomes a crucial factor in unifying the group, significantly enhancing class cohesion and leading to support and recognition of class management from class members. The degree of cooperation among grassroots members is also an important criterion for assessing a class and a vital reference for improving class management. With joint efforts at all levels, standardized and institutionalized class management can be formed, thus promoting societal development.

5. Conclusion

University class management is both a science and an art. It cannot solely rely on management theories, nor should it focus exclusively on the educational aspect while neglecting the managerial nature. It is essential to consider the issues in current class management at different levels and integrate the best practices to advise and strategize for university class management.

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Project:

"Electrical Control and PLC" course under the "1333" goal teaching reform and practice of "Four-wheel Drive"

Huixiang Cheng, Guoyong Li

Jinzhong College of Information, Jinzhong 030008, China.

Abstract: In response to the new requirements of the "1333" goal, which is the target of the new engineering construction, and closely centered around the educational focus of "Information Industry Business School" and the training goal of "high-quality application-oriented talents serving the information industry", in order to effectively improve the teaching of "Electrical Control and Programmable Logic Controller" and make the course objectives closer to the talent training objectives of electrical engineering and meet the needs of social and industrial development, we have carried out research on teaching reform and practice, deepened the reform of course teaching, analyzed the current situation of the teaching of this course in detail, and put forward the "four-wheel drive" reform plan for the teaching reform of this course. Practice has proved that the teaching reform of this course has achieved significant results, and students' comprehensive ability has been significantly improved. This reform and practice are of great significance for improving the quality of applied undergraduate talent training, keeping up with social development trends, demonstrating school characteristics and achievements in educating people, and showing school characteristics and achievements in educating people.

Keywords: Electrical Control and Programmable Logic Controller; Four-wheel Drive 1331 Goal

1. Introduction

Universities should not only cultivate research-oriented talents, but also establish an applied philosophy of running schools and train the young generation with skills to adapt to social needs[1].

According to the objectives and requirements of the new engineering construction under the new situation, closely around the school-running position of "information industry business school" and the training goal of "high-quality applied talents serving the information industry", "electrical control and programmable controller" as the core course of electrical engineering and automation. Electrical control and programmable technology are widely used in the production process of all walks of life.[2] As a big agricultural province, the intelligent level of agricultural machinery and equipment is still relatively backward, and the course content can highlight the advantages in the control process of agricultural palletizing machine, agricultural tractor, pesticide spraying machine, agricultural product processing machine and other equipment, which has positive significance to help the agricultural machinery in our province to advance towards intelligence and promote the regional agricultural economy.[3]

In order to do a good job in the teaching of "electrical control and programmable controller", make the teaching objectives more close to the training objectives of electrical majors, meet the needs of social industry development, carry out the research of this project, deepen the teaching reform of the course, improve the quality of applied undergraduate talents training, especially serve the needs of local agricultural industry.[4]

2. Analysis of the teaching status of Electrical Control and Programmable Controller

From the perspective of teaching practice and teaching effect, the teaching of "Electrical Control and Programmable Controller" is basically suitable for the orientation and characteristic requirements of our school. But there are also some problems, mainly as follows:

(1) The mode of school-enterprise cooperation is relatively simple, the integration of production and education is mere form, and the sustainability of cooperation is poor.

(2) The knowledge points in the teaching content are relatively isolated, the learning connection between courses before and after is not close, the boundary between majors and courses is too obvious, and there is a "generation gap" with practical engineering problems.[5]

(3) The design of practical links is difficult to be closely combined with the complex problems in the actual engineering, the actual

engineering case base is not rich enough, the integration degree of industry and teaching is poor, and the practice and innovation ability is insufficient.

(4) The curriculum assessment system is unreasonable. The course "Electrical Control and Programmable Controller" is highly practical, but the current assessment results still adopt the ratio of theory and experiment results 7:3, lack of scientific and reasonable evaluation basis, and lack of process assessment such as experiment practice and ideological and political education ability assessment.[6]

3. "Four-wheel drive" teaching reform plan of "Electrical Control and Programmable Controller" course under the target of "1333"

Based on the understanding of relevant documents and policies of the state and our school, combined with the orientation of talent training goals for electrical engineering and automation majors, this project is mainly to deepen reform from multiple perspectives such as teaching objectives, curriculum ideology and politics, teaching syllabus, teaching content, teaching methods, teaching process, teacher team, assessment methods, and innovative practice platform of Electrical Control and Programmable Controller. [7]The four-wheel drive curriculum reform structure of "thought driven + classroom driven + practice driven + scientific research assisted" has been condensed. The details are as follows:

(1) "thought inspired" to form a fusion model of soul education and professional education

Based on the requirements of the construction of new engineering majors, team members are organized to participate in special meetings to carry out discussions on curriculum education ideas, gather the consensus on teaching and educating people, combine the characteristics and advantages of our school and the development needs of new business forms, clarify the direction of education reform and update the concept of education. The main work is as follows:

1) Analyze the training objectives of electrical engineering and automation talents, and define the teaching objectives of "Electrical Control and Programmable Controller" course;

2) Deepen the teaching theme and ideological and political themes, establish a point-line-plane library of ideological and political elements, and deeply implement curriculum ideological and political topics;

3) Revise the course syllabus according to the teaching objectives of the course.

(2) "Classroom promotion" to create specialized integration, multi-level progressive curriculum project

1) "three" (namely reconstruction, comprehensive, diversified) construction of teaching content, continue to create high-quality resources

Based on the training goal of application-oriented talents in our school and oriented to practical ability training, the teaching content of "Electrical Control and Programmable Controller" is refined. In view of the problems such as scattered and outdated teaching material knowledge, difficult to grasp the key points, too much theoretical knowledge and too little practical content, and lack of practical engineering cases, the content is reconstructed in the role of programmable controller users.[8] Draw the knowledge map, divide the knowledge group, integrate the interdisciplinary knowledge, reconstruct the knowledge system; Strengthen the practical teaching content, increase the experimental operation safety training, etc., so that the curriculum theory and practice system complement and integrate comprehensively; Keep up with the frontier of the discipline, decompose the content of actual engineering projects and discipline competitions into knowledge points and embed the teaching content, and diversify the teaching resources to enhance the systematization of the teaching content.

2) Enrich the teaching methods with "diversity", promote the teaching process with "four levels", and comprehensively improve the teaching quality

Based on the analysis of factors such as students' learning level and interest in the course, on the basis of previous teaching reforms, combined with online and offline, before and after class, virtual simulation and practical operation, optimize the combination of problem-driven, project-driven, case-driven and other teaching methods and practice, break through the limitations of time and space, and build a two-way dynamic and diversified teaching method to carry out students' independent learning.[9] A new model of cooperative learning and inquiry learning. On the basis of the construction of teaching content, the project case base is updated, and the class is promoted step by step

from the level of "enlightenment - participation - training - actual combat", so as to achieve the improvement of high-level, innovation and challenge.

3) Explore the "teacher team responsibility system" and build a cross-school-enterprise teaching community teacher team

Guided by the spirit of craftsman in a great country, we will continue to strengthen the construction of teaching teams and build a cross-school-enterprise teaching community to solve the shortcomings of some young teachers who lack working experience in enterprises. Based on the concept of "three whole education", explore the implementation of "education responsibility system - whole-hearted education". Based on the "four-whole education" to solve the long-term lack of responsible subjects for talent training, adapt to the development needs of social industrial enterprises, improve the quality of talent training and education level, and innovate the talent training system and mechanism.

4) Optimize the assessment method "by stages and at multiple levels"

Considering the practical characteristics of "Electrical Control and Programmable Controller" course, it is obviously unreasonable to adopt the traditional closed-book examination method that emphasizes knowledge. Based on the reform of teaching content, optimize assessment indicators, focus on process evaluation and ability evaluation, develop a new assessment plan of "phased and multi-level", so as to meet the basic ability assessment, improve and affirm the comprehensive innovation ability of some outstanding students, stimulate the learning enthusiasm and innovation ability of students at different levels, and help students change from passive learning to active learning.

(3) "practice-driven" to build an innovative practice platform for the integration of creative teacher guidance and creative production and education

The integration of innovation, production and education is an inevitable choice for cultivating high-level applied talents required by the industry. [10]In order to seamlessly connect the needs of social enterprises with the knowledge and abilities of students, this project tries to take the construction of modern Industrial College as the foundation, build a research orientation that can adapt to a variety of practical learning tasks, and guide enterprises to practice real scenes, platform openness, operation simplification, informatization, networking, and cost intensification. Based on the existing College of Intelligent Special Vehicle Industry and other innovation laboratories in our university, we actively promote the diversified collaborative education of schools and enterprises, promote the deep integration of innovation, production and education, and build an innovative practice platform to improve students' ability to solve practical engineering problems.

"Research assisted movement" promotes the mutual learning of scientific research and teaching, and creates a strong academic atmosphere

In scientific research practice and academic innovation, students' independent scientific research ability, independent exploration spirit and innovative spirit are cultivated, and students' ability to solve practical engineering problems is cultivated in combination with specific scientific research projects. With the "National College Student Competition", "National Robot Competition" and "Intelligent Manufacturing Challenge" as the focus, we give full play to the advantages of interdisciplinary integration, promote students to break through theoretical methods and stimulate students' creativity. Project members participate in the complete life cycle of scientific research projects or competition topics as mentors, promoting teaching with scientific research, and feeding scientific research with teaching. The two develop together to improve the level of teaching and research and the quality of talent training.

4. Effect of teaching reform of Electrical Control and Programmable Controller course

After continuous exploration and improvement, the teaching reform of this course has achieved obvious results. Specific performance is as follows:

(1) "four-wheel drive" forms a great educational force. The "four rounds" have different focuses and links, both parallel and spiral upward, starting from the core competence and personality training, to realize the training concept of "advanced concept, combination of learning and application, integration of knowledge and action, and courage to take responsibility", educate people in practical activities, and break through the shortcomings of innovation spirit, practical ability, engineering consciousness, and insufficient social responsibility. The students form a spirit of changing and confident to the future.

(2) Set up an education responsibility team, carried out the construction of the curriculum system and the reform of the teaching content, and truly implemented the main body of responsibility for the whole cycle of student training. According to the curriculum objectives, core quality and ability requirements, based on professional teachers and other comprehensive teachers, a teacher team has been formed, which is conducive to the organization of the full coverage of "ideological and political courses - curriculum ideological and political education - four comprehensive education".

(3) In the era of "Internet +", based on flipped classroom and blended teaching, it optimizes the combination of multiple teaching modes, builds an innovative practice platform, and creates an integrated academic atmosphere of "teaching - learning - doing - research - innovation", breaks the traditional teacher-student relationship, and advocates the organic combination of students' learning subjectivity and teachers' teaching inspiration;

(4) Break the traditional assessment methods, optimize the assessment indicators by stages and levels, and focus on process evaluation and ability evaluation. After two semesters of testing, the comprehensive ability of students has improved significantly.

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Projects:

Research on Communication Strategy of Brand Image of Digital Intelligence-Enabled Cultural Tourism

Qin Zeng

Sichuan University of Media and Communications, Chengdu 412006, China.

Abstract: With the rapid development of informationization and intelligence, digital intelligence has become an important driving force to promote the development of tourism industry. By analyzing the characteristics of the tourism market in the era of digitalization, the characteristics of cultural and tourism brand image communication and the problems that need to be paid attention to, we also put forward the strategies of integrating online and offline resources, creating immersive experience, digital virtual image, and adopting data analytics to enhance the competitiveness of cultural and tourism brands. It aims to provide theoretical and practical guidance for the digital transformation of cultural tourism brands.

Keywords: Cultural Tourism Brand; Digital Intelligence; Brand Communication; Digital Marketing

Introduction

In the post-epidemic period, the digital transformation of the industry has become a crucial strategic initiative. In the National 14th Five-Year Plan, the integration of smart technology with the culture and tourism industry is clearly stated as an important development goal. In light of this development trend, the cultural tourism industry needs to find a balance between digital upgrades, cultural heritage preservation, technological innovation, and building brand communication strategies to attract and retain visitors. With the development and popularization of cutting-edge technologies such as 5G, VR and AI, the industry needs to proactively adapt to digital intelligence, improve its digital capabilities and competitiveness through technological innovation and talent development, and ensure sustainable growth and updated business strategies. By the end of 2021, the number of 5G subscribers has reached 355 million, and VR technology has also developed rapidly, and it is expected that by 2025, the size of the global VR and AR market will reach $300 billion [1]. The "immersion" emphasized by Metaverse is also in line with the development direction of digital intelligence to empower the cultural and tourism industry. According to IDC, the global "meta-universe" market size will exceed $1.2 trillion by 2025, and will grow to $6.3 trillion by 2030[2]. This is crucial to promote the prosperity of the cultural tourism industry. This study is dedicated to exploring the brand communication strategy of cultural tourism, aiming to provide managers and enterprises with strategic suggestions to enhance market position and brand effect.

1. Characteristics of the tourism market in the era of digital intelligence

The tourism market in the era of digital intellectualization presents significant features: first, the deep excavation and optimization of cultural tourism resources, which is no longer limited to the effective allocation of resources, but the pursuit of the deep excavation and continuous optimization of resources [3]. Second, the disappearance of space-time boundaries, such as the use of artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) and other intelligent technologies, adding immersive and personalized experiences to the dissemination of cultural tourism brands. Third, identity diversification, where individuals and enterprises play the roles of producers, consumers, information transmitters and marketers in parallel, and seamlessly switch identities in virtual and real spaces. User-created content plays a key role in shaping the brand image of cultural tourism [3]. Fourth, data-driven, tourism consumers' gender, age, consumption preference, income level and other implicit information can be tracked and recorded through the Internet to build static and dynamic information databases [4], providing the basis for market segmentation and personalized marketing.

2. Characteristics of digital intelligence-enabled cultural tourism brand image communication and issues requiring attention

The communication of cultural tourism brand image in the era of digital intelligence shows the significant features of digitalization, personalization and interactivity. First of all, through the use of social media, multimedia content platforms and instant messaging tools and

other digital channels, the interaction between cultural tourism brands and consumers has become more and more direct and efficient. The in-depth use of big data analysis enables cultural tourism brands to accurately position their target markets and achieve personalized marketing. Secondly, content marketing has become the core, enhancing users' emotional resonance and immersive experience through storytelling videos, virtual reality experiences and other forms. In addition, the influence of user-generated content (UGC) is becoming more and more prominent, becoming part of the image building of cultural tourism brands. However, the new communication model also brings 3 main problems to the communication of cultural tourism brand image.

(1). Regional Homogenization Planning Problem: Facing the problem of modeling regional development plans, the challenge is the lack of in-depth analysis and integration of ecological, economic, social and cultural resources, which results in wasted resources and environmental harm.

(2). Lack of dynamic data problem: At a time when consumer behavior is difficult to predict, brands need to be sensitive to adjust their marketing communication tools, and it is key to grasp the evolution of consumer demand, which can drive the combined effect of tourism and innovate the consumer experience. Social media has also become an important platform and carrier for information acquisition, and the content of tourist tips, feedback and related posts can affect the reputation of tourist destinations and future bookings, and the changes in tourists' needs and their evaluations are particularly important for tourism development [5]. However, in the evaluation of tourism effects, objective data analysis may lead to challenges such as the homogenization problem of attractions' digital-wise virtual images, the lack of immersive interactive experiences, and the lack of user-friendliness in smart scenic guide systems. How to use digital technology and other intelligent tools to monitor online evaluation data, tourists' behavioral preferences and the carrying capacity of scenic spots in real time, and adjust the design planning and policies of tourism products accordingly to meet the needs of stakeholders, has become a major challenge in the exploration of regional tourism development [6].

(3). Content innovativeness: in the trend of digital transformation, the key to competition in the cultural and tourism industry lies in the provision of high-quality digital content, which is the aspect that consumers focus on and pursue the most. Nevertheless, China's digital cultural tourism industry faces several challenges in content production, including substandard content quality, lack of diversity in presentation, and insufficient innovation.

3. Digital intelligence empowered cultural tourism brand image communication strategy

Digital-intelligent cultural tourism is a new form of industry based on the Internet platform, relying on intelligent technologies such as 5G, artificial intelligence, big data, blockchain, etc., to transform, process, innovate and deeply integrate the traditional cultural tourism industry [6]. In order to effectively deal with the main problems encountered in the digitalization era in the communication of cultural and tourism brand image, such as regional homogeneous planning, lack of dynamic data and content innovation, we have developed a series of strategies for cultural and tourism branding, including the integration of online and offline channels, the provision of immersive interactive experience, the creation of a digital virtual image, the development of intelligent scenic area guiding system, cross-border cooperation, and the realization of the digital identity of scenic areas and resorts, Launching the "Sharing Good Tourist Guide" program and adapting offline infrastructure for ageing. These strategies can be further researched and explored according to the characteristics of specific cultural tourism brands and target audiences, in order to formulate effective communication strategies to better meet consumer needs, enhance the communication effect of brand image and brand awareness, and strengthen the promotion of cultural tourism brands.

3.1 Integrate online and offline channels

Build an online diversified digital marketing ecosystem, including the official corporate website, cross-platform social media accounts (Weibo, Tiktok, WeChat, Instagram, etc.), and e-tourism service platforms. Enhance the destination's online exposure by implementing search engine optimization strategies and search engine marketing campaigns. Use advanced data analytics tools for online marketing campaign tracking and optimization. To address the issue of regional homogenization planning, destinations should combine their resources to create unique tours and experiences that take advantage of natural beauty, local culture, and local amenities, and utilize regional characteristics and cooperation with government, business, education, and research institutes to create interactive experience centers that incorporate NFC and

QR code technology to allow tourists to quickly access information and services via their smartphones. Plan and execute on-the-ground promotional activities, such as cultural festivals and tourism exhibitions, to enhance brand image and deepen user engagement and interactive experience, strengthening brand appeal and contributing to regional development.

3.2 Provide immersive interactive experience

Immersive cultural tourism can not only make full use of the cultural resources of the tourist places, so that tourists in the depth of experience and communication and interaction in a multi-angle, all-round understanding of the cultural and artistic landscape of the local tourist places, but also through a new consumer experience for the traditional cultural tourism market to add new vitality [7]. In the field of creative technology in the cultural tourism industry, key technologies such as three-dimensional holographic projection, artificial intelligence, virtual reality, augmented reality, mixed reality, and laser display technology not only greatly enrich the audience's visual experience, but also become a powerful driving force in the brand communication strategy. More than just enhancing audio-visual feasts and consolidating brand images, these technologies play a crucial role in constructing brand narratives and improving traveler interactivity. Taking the Night Garden project in Miami as an example, As shown in Figure 1, cutting-edge technology is used to create a vibrant night botanical garden landscape, while in Figure 2, the Oceana Lumina project utilizes digital means to allow tourists to deeply experience the journey of ocean exploration.

Figure 1 Miami Night Gardens（Image originate from the network）

Figure 2 Oceana Lumina(Image originate from the network)

At the heart of immersive experiences lies the fusion of innovative technology with the essence of local culture. For example, "DaTang City That Never Sleeps" utilizes its geographic connection with Big Wild Goose Pagoda, Tang Dynasty cultural elements combined with contemporary trends to create the "Tang Fantasy" tourism project through augmented reality technology, which not only enhances tourists' cultural immersion, but also increases the perception of the value of the tourist destination. The program not only enhances the cultural immersion of tourists, but also increases the value perception of the tourist destination. In order to effectively shape the brand narrative, the immersive experience needs to be constructed through a rich plot and innovative narrative techniques. Through the comprehensive use of visual, auditory, dialog and multi-media interactive means, the story is more attractive and promotes the active participation of tourists, allowing consumers to intuitively experience the cultural heritage and charm of the scenic spots carried by the cultural tourism brand, and thus enhancing the effectiveness of the brand image message delivery.

3.3 Create Digital Intelligence Virtual Image

Digital-intelligent virtual image is mainly driven by artificial intelligence, through motion capture, 2D/3D modeling, voice synthesis and other technologies to highly restore the real human, to create a highly anthropomorphic virtual digital image that can interact and communicate with people like real people. Despite the rapid development of digital intelligent virtual characters, they also face the challenge of

homogenization. Clear brand positioning that incorporates unique local culture into the design of avatars is critical. They can tell compelling cultural stories and showcase local customs, art and architectural features, thus enhancing cultural identity. In addition, data interconnectivity can provide a deeper understanding of the real needs of users by collecting and analyzing data on the behavior and preferences of virtual character users, on the basis of which we can provide a better interactive experience of virtual cultural tourism and enhance the communication effect of the brand image.

In the cultural and travel industry, the application of digital intelligent virtual characters is becoming more and more diversified, such as cultural and travel IP, virtual anchors and intelligent travel guides. The cultural and tourism IP is "Sanjie Liu", "Tianyu", and "Qingdao Xiaoman" inject new vitality into local traditional culture through digital channels, drive the progress of technology and cultural and tourism, and thus give rise to new industrial opportunities and consumer stimulation.In providing customized services such as route planning, information inquiry, and explanation, digital guides such as "Ban Zhao ", the National Museum of China's "Ai Wenwen", and Baidu's "Wen Yaoyao" create an immersive communication environment for tourists, enhancing their experience of culture, history, and the beauty of nature. In addition, by combining the real picture of the scenic spot with the virtual anchor "Long Aotian" to improve the sense of participation of tourists by means of virtual live broadcasting, it successfully attracts the attention of a large number of viewers. Through the dissemination of the virtual image of Digital Intelligence, we can create a novel, interactive and interesting way of cultural and tourism brand communication to attract more audiences and enhance the brand image and influence.

3.4 Developing a smart scenic guide system

The smart guide system uses augmented reality and voice assistant technologies to enrich the visitor experience. Through smart devices, visitors can enjoy customized journey services and immersive historical scene experiences, which enhance the brand storytelling and educational significance of scenic spots. This personalized service not only enhances visitor engagement and loyalty, but the multi-language support also improves the scenic spot's international image. In addition, the personalized recommendation function of the smart guide system optimizes the visitor experience, while providing consumer data analysis for scenic spot marketing and helping precise market positioning. In terms of scenic area operation, the smart guide system can effectively manage visitor flow, improve service quality, and enhance brand image dissemination and user experience.

3.5 Cross-border cooperation

In the context of the era of digital intelligence, the brand image communication strategy of cultural tourism needs to actively explore innovative ways, and cross-border collaboration with other related industries or brands has been proven to be a proven strategy. This strategy enables cultural tourism brands to break the limitations of traditional marketing, expand market boundaries, and provide unique experiences for consumers. For example, the integration of a cultural tourism brand with the fashion industry can attract consumers who are in pursuit of fashion trends, while the use of cutting-edge technologies such as augmented reality (AR), virtual reality (VR), and artificial intelligence (AI) enhances the brand's technological image and enriches the interactive experience for tourists. The combination of culture and art helps to enhance the cultural depth of tourism products and attract tourists seeking deeper cultural experiences; cooperation with the entertainment industry, such as movie or music festival themed tours, is conducive to enhancing consumer participation and brand awareness; cooperation in sports events and education and training, such as cultural discovery camps, can further demonstrate the diversity of the brand. In short, cross-border collaboration of cultural tourism brands is conducive to ensuring the consistency of brand value and market positioning of both parties, realizing mutual benefits and meeting consumer expectations. Through cross-border collaboration, cultural and tourism brands can expand innovative channels and improve brand attractiveness and market competitiveness.

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Computer applications in traditional education: Challenges and opportunities

Qi Yang*

Xihua University, Chengdu 610039, China.

Abstract: This paper discusses the development and application of computer in traditional education, and studies its influence and improvement on education model. Firstly, the definition and characteristics of traditional education are introduced. It then explores the role of computer technology in teaching and learning, including virtual learning environments, online education platforms and intelligent assisted instruction. Analyze the advantages of computers in traditional education and the challenges of computer security and privacy protection. Through domestic and foreign successful cases and best practices, the application of computers in different disciplines and education stages is demonstrated, and the importance of support and investment from educational institutions and governments is emphasized. Finally, look forward to the future trend of computer education. This study provides theoretical support and practical guidance for educational reform, and promotes the modernization and intellectualization of education.

Keywords: Computer Application; Traditional Education

1. Introduction

In modern society, the rapid development and popularization of computer technology has brought new opportunities and challenges to traditional education. The application of computer in the field of education has gradually attracted people's attention, and has become one of the important directions of education reform. The purpose of this study is to explore the development and application of computer in traditional education. The specific purpose is as follows: to study the influence of computer technology on traditional education mode, and to explore the role and effect of computer in teaching and learning process; To analyze the advantages and challenges of computer in education, and help educational institutions and educators make better use of computer technology to improve teaching quality; To explore the future development trend of computer education and provide reference and guidance for educational reform; Promote the education system and the government to pay attention to computer education, and put forward relevant policy recommendations. The significance of this study is as follows: to provide educational circles and decision makers with a comprehensive understanding of the development and application of computers in traditional education, and to provide theoretical basis and practical guidance for educational reform and development; Promote the innovation and upgrade of education and teaching mode, improve the teaching effect, and cultivate students with innovation ability and information technology literacy; Promote the sharing and equitable distribution of educational resources, expand educational opportunities, and reduce the digital divide; Promote the development and application of computer technology industry, promote economic and social progress and sustainable development. Through the development of this study, we can comprehensively understand the current situation and problems of computer application in traditional education, and put forward corresponding solutions and development strategies, so as to promote the modernization and intelligent process of education[1].

2. Traditional education with computers

2.1 The development and challenge of traditional education

Traditional education refers to the mode and method of education widely implemented in society for a long time. Its main features include the following aspects:

    1)   Knowledge transfer as the center: traditional education focuses on knowledge transfer and learning, teachers play a leading role in the classroom, and students passively accept knowledge.

    2)   Standardized teaching: Traditional education often uses standardized teaching content and teaching methods to ensure that students

have the same knowledge and skills.

3) Teacher-led learning: In traditional education, teachers usually play the role of authority and knowledge transmitter, and students focus on receiving teachers' guidance and instruction.

4) Face-to-face teaching: Traditional education is usually carried out in the physical classroom, teachers and students face to face teaching communication and learning interaction.

However, traditional education also faces some challenges that need to be improved and developed:

1) Lack of personalized education: traditional education is often unable to meet the individual needs of different students, unable to fully explore and cultivate students' potential and strengths.

2) Lack of interaction and cooperation: Traditional education is teacher-centered, and there is relatively little interaction and cooperation between students, which can not cultivate students' cooperation ability and team spirit.

3) Lack of practice and application: traditional education pays attention to the imparting of theoretical knowledge, but the cultivation of practice and application ability is relatively insufficient, which can not meet the needs of the real society.

4) Technological challenges: With the advancement of science and technology, traditional education needs to adapt and apply new technological means, such as computers and the Internet, to enhance teaching effectiveness and student experience.

Traditional education plays an important role in knowledge transfer, but it also faces challenges in personalized education, interactive cooperation, practical application and technological development, which requires continuous improvement and innovation.

2.2 Application of computer technology in educationThis section must be in one column

Computer technology plays an important role in teaching and learning. It provides a wealth of resources and tools that enhance the teaching and learning experience. The computer can be used as a teaching tool to present more vivid and interactive teaching content through multimedia resources, presentations, simulation experiments, etc. At the same time, students can learn independently through computers, explore knowledge independently, improve learning efficiency and independent learning ability. In addition, computer technology can also support teachers in teaching management and evaluation, such as e-learning management systems and online quizzes.

Virtual learning environment and online education platform are important applications of computer technology in education field. Virtual learning environment simulates the actual teaching environment, provides online courses, discussion forums, interactive learning resources, etc., and realizes distance learning and online collaborative learning. Online education platform provides a wealth of online courses and learning resources, students can choose learning content according to their own learning needs and interests, and conduct independent learning and communication. Virtual learning environments and online education platforms are not limited by time and place, can meet the needs of different students, and promote interaction and cooperation between students, teachers and students. Personalized learning refers to providing tailored learning content and teaching methods according to students' individual differences and learning characteristics. Computer technology can collect students' learning data and behaviors through learning analysis and learning management system, and provide students with personalized learning suggestions and resources. Intelligent assisted teaching uses artificial intelligence technology to provide students with intelligent learning support and assistance. For example, the intelligent teaching system can automatically adjust the teaching content and difficulty according to the learning situation and needs of students, and provide personalized learning paths and feedback. Personalized learning and intelligent assisted instruction can improve students' learning effect and motivation, and promote individual development and learning achievement.[2]

3. Success stories and best practices

KhanAcademy (KhanAcademy) : KhanAcademy is an online education platform that provides free instructional videos and exercises covering multiple subjects and grades. Students can learn at their own pace and receive real-time feedback. KhanAcademy helps students improve their learning effect and independent learning ability through personalized learning paths and intelligent assisted teaching. Coursera (Coursera Online courses) : Coursera is a world-renowned online learning platform with partners including several internationally renowned

universities and institutions. Students can take online courses in a variety of disciplines through Coursera and earn certified certificates. Coursera has expanded access to educational resources by offering students flexible learning times and places3].

4. Conclusion

The application of computer in traditional education has made remarkable achievements and influence. Through computer technology, the teaching effect has been improved and the learning experience has become more lively and interesting. Virtual learning environments and online education platforms provide students with more opportunities to acquire educational resources and knowledge. Personalized learning and intelligent assisted instruction provide personalized learning paths and feedback through the intelligent support of computers. However, computers also face some challenges in traditional education, such as computer security and privacy protection. Therefore, educational institutions and relevant parties need to work together to ensure that the application of computers in education is safe and reliable. Computer education will continue to develop and show greater potential in the future. First, the application of artificial intelligence and big data in education will further enhance the level of personalized learning and intelligent teaching. Second, virtual and augmented reality technologies will create more immersive learning experiences, broadening the Spaces and ways students can learn. Social media and mobile learning will continue to drive interaction and collaboration between students, as well as flexible ways of learning. Finally, the development of learning analysis and personalized education will help educators better understand the learning needs of students, provide personalized learning support and teaching improvement. To sum up, the future of computer education will develop in the direction of intelligence, immersion, personalization and socialization, promoting the learning effect and individual development of students

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A Setting-specific Analysis on Liaison Interpreters' Roles and Its Implications to Training

Ran Tao

School of Foreign Languages, Hubei University, Wuhan, 430062, China.

Abstract: Liaison interpreting is a form of consecutive interpreting that takes place in dialogue situations, in which there are two or more parties speaking different languages, and the interpreter is physically present and interprets into both languages. This paper analysed three most common liaison interpreting settings (business dialogues, visits and tours, banquets and receptions) in local context from perspectives of setting-specific challenges and expectations in each setting, and summarizes the role of liaison interpreters as a "mediator", which means the interpreter plays an active and flexible role to facilitate the communication. The paper then proposes that the liaison interpreting training should adopt a task-and-scenario-based approach, help students build communicative and cross-cultural competence and establish the awareness of professional ethics and the code of conduct through case analysis, discussion and debate.

Keywords: Liaison Interpreting; Interpreters; Roles; Training

1. Introduction

As China opens wider to the world, interactions with other countries and cultures on different levels are on the rise, creating an increasing demand for interpreters, especially liaison interpreters.

"Liaison interpreting" is a term used usually to distinguish from "conference interpreting". As it lacks clear definition, researchers tend to describe its social and cultural functions in different settings such as business, legal, medical, educational, and tourism. [1] It is a form of consecutive interpreting that usually takes place in dialogue—rather than conference—situations, in which there are two or more parties speaking different languages, and the interpreter is physically present and interprets exchanges between the parties. The interpreter interprets into both languages.[2]

Given the wide-ranging variety of working environments and geographical distribution of this profession, liaison interpreting is given different labels.[3] For example, ad hoc interpreting, public service interpreting, three-cornered interpreting, dialogue interpreting, contact interpreting or community interpreting.

According to role theory, role is defined as "a set of expectations society has of individuals in a given social position or status".[4] Since the 20th century, with the professionalization of interpreting activities, interpreters' roles become an important part of interpreters' code of conduct, ethics and norms. In interpreting studies, role is discussed with varying degrees of flexibility of social expectations.

Conventionally, in an interpreter-mediated event, interpreters are expected to be invisible "switching device" or "transmission belt"— that interpreters should be impartial and have zero intervention in communication.[3] However, such views are increasingly challenged as more studies show that interpreters play roles beyond information conversion in the sense that they may act as "co-participants", sometimes "cultural mediator" so to facilitate effective communication among people of different cultural backgrounds.[5] [6]

Therefore, the interpreter's active role fluctuates according to context and expectations.[7] The notion of "context" is a multi-layered concept: it contains sociocultural layer (which puts the focus on interpreting in a given society), institutional layer (that sees interpreting in particular social institutions, within which more specific settings can be identified), and linguistic layer (which relates to the expressive resources used in communicative interaction).[8]

As liaison interpreting is usually considered as a "simpler" form of interpreting as opposed to conference interpreting (in terms of form, not content), it is often regarded as a fundamental course in interpreting training, and the most possible practice and job opportunities that interpreting students may find. Accordingly, interpreting students should be familiar with all aspects of techniques and ethics and be aware of the difficulties in the profession. Therefore, the author believes that training liaison interpreter should focus not only on language transfer-re-

lated skills and knowledge, but also on the navigation among the different roles interpreters play, and the management of the clients' and/or service-users' expectations. In this article, liaison interpreters' roles are first discussed based on different "context", more specifically, the different settings within the context. Then, based on the discussion, the author proposes several suggestions to the training of liaison interpreters.

2. Liaison interpreters' roles in different settings

According to Smirnov,[9] "liaison interpreting" is an umbrella term for "business liaison interpreting" and community (or "public service") interpreting, and liaison interpreters are quite often required in immigration, court and hospital settings. If put in a local context, liaison interpreters (especially student liaison interpreters) in most Chinese cities, is required mostly in cultural, tourism, educational and/or business environments, whereas less in court (legal), hospital (medical) and immigration situations.

2.1 An analysis of three liaison interpreting settings

In the following sections, the author is going to analyze three different communication settings from their respective challenges and expectations of clients and/or service users. The three settings are business dialogues, visits/tours and banquets/receptions, as these settings are most relevant to student interpreters practice, thus bear significance to liaison interpreting training.

2.1.1 Business dialogues

"Business dialogues" refer to meetings or negotiations conducted between two parties, each representing different interests. The purposes of such dialogues may vary from building partnerships, ironing out details of contracts, to resolving disputes and disagreements.

In this setting, apart from the usual challenges such as be familiar with relevant knowledge, jargon and other information of the parties represented in the meeting, interpreters also need to understand the "subtext" of the meeting, namely interests of parties, and expectations of the client. Also, the issue of "impartiality" should be noted as well. As the interpreter is usually hired by one of the business party but interprets both directions, the ethical principle of impartiality is sometimes under strain because, understanding both languages of negotiation, the interpreter is privy to much more information than either party.

The client's expectation of the meeting and of the interpreter is linked to the nature of the meeting. What is the expected result of the meeting? What kind of image does the client wish to build? What is the tone that should be set for the meeting? Understanding and be prepared for such issues are important and pertinent to the interpreter's role.

2.1.2 Visits and tours

Visits and tours are probably the most common liaison interpreting setting that can take place in cultural, educational, business and tourism situations. It may be tours and visits in/around factories, laboratories, office buildings, and scenic spots etc. Such setting usually involves multiple speakers, various types of information and different expectations of clients and/or service users.

Challenges specific to this setting may include:

1) diversified types of information. During one visit or tour, the information the interpreter receives may vary from professional and specific information (e.g. tour/scenic spots narration; onsite demonstration; operation of equipment in a factory; the design principle behind a clinical trial, etc.) to general and random information (e.g. taking on random questions that interpreters may not be familiar with; directions concerning itineraries, etc.). Besides, apart from verbal information, non-verbal information is more evident in such settings (e.g. hands-on demonstrations; gestures; visual inputs etc.).

2) Multiple speakers. During visits and tours, there are usually multiple speakers, whose public speaking skills and cross-cultural awareness may vary. Moreover, since communications may occur in different geographical places, interpreters are expected to not only interpret for speeches and demonstrations, but also discussions, impromptu questions and answers, even trivia conversations. Therefore, interpreters need to adaptive to different accents, styles and registers.

3) External interferences. Not all communications occur in a quiet and acoustically ideal conference room. During visits and tours, the interpreter may have to deal with different interferences, such as noise, temperature (outdoor environment), untimely interruption etc. Moreover, during visits/tours, it is unrealistic for interpreters to bring all their notes or materials prepared, and they also have to stand for most of the time, further challenging interpreter's performance.

In this setting, the client's and/or service-users' expectation of the interpreter usually goes beyond interpretation or translation. Sometimes the interpreter is expected to act as part of the organizing team, making sure the visits/tours proceed smoothly according to the schedule. Also, the interpreter is expected to be quick in response and flexible, and be prepared to last minute changes or adjustment, as are common in such setting.

2.1.3 Banquets and receptions

When one delegation from one country visits another, it is customary for the host to organize receptions to show hospitality. If it is a formal one, it usually starts with a short welcome speech or toast delivered by the host, then the banquet. During banquets, there might be casual conversations, and informal toasts.

Challenges specific to this setting may include:

1) External interferences. Receptions are usually hosted in big banquet halls, so there might be noises and disturbances from other people walking by. When delivering the short welcome speech, the host usually uses a microphone, but the acoustic effects in the hall may vary.

2) Varying topics of conversation. Apart from typical toast speeches, communications occur during a reception may range from national policies, arts and sciences to local cousins, tourist attractions and customs, which may be challenging to the interpreter.

3) Table etiquette. Table etiquette has always been part of Chinese culture and customs, especially during formal receptions and banquets. Foreign guests may not always be well aware of Chinese table etiquette, especially drinking etiquette. Even though drinking is no longer a highlighted part during banquets, it is still customary to offer toasts to each other. Informing foreign guests of such etiquette may not exactly fall under the "interpretation" job description, but as the person who sits nearest foreign guests, interpreters can remind the guests of certain etiquette to facilitate communication.

As banquets and receptions are an important way to show hospitality, organizers expect interpreters convey the same level of hospitality and respect to foreign guests. Besides, interpreters are expected to be versatile, for example, inform the guests of certain customs or etiquette concerning cuisine, toasts, etc.

2.2 Liaison interpreters' roles and the challenges to training

Based on the analysis of the three most common liaison interpreting settings, it is believed that the interpreting process is built upon the interactions between the interpreter and the context, between information sender and receiver. Three levels of information interaction are involved: linguistic information, communication intention/expectation, and the relationship between interlocutors.[10]

Therefore, liaison interpreters play a very dynamic, flexible and active role in the communication. The liaison interpreter's role can be summarized as a "mediator", which means the interpreter actively participates in the communication, and renders a translated version that can grasp the intention of the speaker and understandable to the listener. A very accurate metaphor is offered by Wadensjö, who compares the liaison interpreter to a "cook, who, striving to preserve taste, prepares goods to make them digestible to a particular consumer".[11] Moreover, as the interpreter is playing a mediating role, he/she should conduct thorough preparation before the task, acquiring knowledge of the subject matter, as well as information concerning the purpose of the task, expectations, and backgrounds of the persons involved in the communication.

Therefore, liaison interpreters should be equipped not just with bi-lingual competence, but also bi-cultural competence, and are able to take active strategies (e.g. simplification, omission, ask for clarification, generalization, etc.) and be flexible and responsive to facilitate communication.

Currently, liaison interpreting course/training in most colleges or universities in China centers around interpreting cognitive processing theories, focusing on skills such as comprehension, memorization and information processing, and mostly are theme-based (for example, tourism and sightseeing, food and catering etc.). Language conversion skills and theme-based practice are indeed important, but such model ignores the impact of non-language factors on interpreting, and lacks awareness building of interpreters' roles.

3. Implications to liaison interpreting training

Liaison interpreting course is usually taught in the fourth semester in undergraduate programs, and as a fundamental course in inter-

preting training and interpreting professionalization, liaison interpreting training should focus not just on cognitive and language transfer skills, but also on cultural differences, non-verbal communication, coping technics, ethics, and interpreters' roles. Therefore, the author proposes several suggestions to liaison interpreting training.

3.1 Task-based and scenario-based training

Since liaison interpreting is highly practical, and a liaison interpreter is usually evaluated not just by his/her interpreting or language skills, but also the cross-cultural knowledge, extra-linguistic knowledge as well as personal skills, therefore, liaison interpreting training should adopt a "learning by doing" model.

Instead of the conventional theme-and-skill-based training, a task-based and scenario-based approach could be adopted. Before each class session, the teacher can set a scenario and a specific task for students, while providing relevant background information for students to prepare, and ask students to assume different roles in such scenario and prepare accordingly. An example task is given here.

Step 1 (before class): scenario-setting

Scenario: a delegation from China Publishing Group is attending the New Delhi International Book Fair in India. The chairman of the book fair is welcoming the delegation at the airport and two sides will have a brief exchange in the VIP lounge at the airport.

Roles to be assumed: three students as members of the Chinese delegation, one as the chairman of the book fair, and one as the interpreter.

Information provided: background information about China Publishing Group and the New Delhi International Book Fair. Talking points provided to the "Chinese delegation" and the "chairman".

Roles of the Chinese delegation and the chairman are assigned before class, the interpreter is assigned randomly during class.

Step 2 (before class): preparation

For students assuming roles in the scenario, they should prepare their talking points based on given information and their own understanding of the role and the scenario; for other students, they are required to describe the task and list out the features and possible challenges of the scenario, and prepare accordingly.

Step 3 (in class): scenario simulation

The interpreter is assigned by the teacher. He/she will act as the liaison interpreter in the scenario while other students observe and take notes his/her performance.

Step 4 (in class): assessment and discussion

Both observing students and the teacher will provide their assessment of the interpreter's performance, and discuss the challenges of the scenario and the interpreter's role in the communication. For example, what is the tone of the communication? What are the expectations of the interlocutors? What is the interpreter's role in the communication? Did the interpreter adopt any strategies to mediate the communication? Observing students and the teacher will also discuss non-verbal elements of the interpreter, such as the standing/sitting position of the interpreter, his/her body language etc.

Step 5 (after class) task summary and preparation for the next task

Students are asked to summarize the task based on their pre-class work and in-class simulation and discussion.

3.2 Building communicative and cross-cultural competence

In addition to a profound and intimate knowledge of both languages of communication, liaison interpreters need to know the subject matter and to have extra-linguistic knowledge, that is, communicative and bicultural competence. According to Smirnov (1997), liaison and community interpreting are commonly viewed as forms of intercultural communication where the aim is human interaction.[9] In liaison interpreting settings, it is the expectation that the interpreter plays a coordination and mediation role in the communication, thus more "visible" and "present" in the communication, assuming roles other than a "transmission belt". [12] As an interlocutor, the interpreter should know (or learn) when to intervene, when to stop the flow of the talk in order to render a phrase into another language and when to render it from "a

culturally and socially established role, in specific cultural contexts". [13]

However, the ability of knowing "when" and "how" to intervene the communication, i.e. playing a more active role as a "mediator", sets experienced liaison interpreter apart from less-experienced ones. Therefore, in liaison interpreting training, apart from language conversion and interpreting skills, students should also be trained to build communicative and cross-cultural competence.

Nevertheless, building such competence is far more difficult and time-consuming than training interpreting skills. Students should first be encouraged to think about the importance of such competence, ideally through real case analysis. For example, in the author's class, the author would present real liaison interpreting case from her experience, and ask students to analyze and then propose their suggestions. For example, what if one of the interlocutors said things that are offensive to the other from a different culture? When to intervene if the interlocutor is talking for too long, forgetting the presence of the interpreter?

Students should also be trained specifically on the ability to do pre-interpreting preparation, not just on the knowledge level, but on communicative and cross-cultural level. Understanding the expectation of the interlocutors and/or clients and act accordingly is an important ability of liaison interpreters.

3.3 Establishing the awareness of professional ethics and the code of conduct

As liaison interpreting is the most likely form of interpreting students may take on, it is essential to help them establish the awareness to follow the code of conduct in terms of professionalism, confidentiality, integrity and reserve.

Such awareness could be built through case analysis, discussions and debates. Issues include but not limited to: assessing the job before taking it on; ways to guarantee the quality of interpreting (for example, how to ask for clarification or repetition; when and how to politely interrupt interlocutors etc.); ways to mediate the communication without taking the spotlight; how to maintain information confidentiality (e.g. what if a reporter asks the interpreter the content of the meeting; what if someone asks the interpreter if they can record the communication, etc.); how to politely reject tasks that are not interpreting-related or requirements that violate the code of conduct or simple out of your comfort zone (e.g. ask the interpreter to drink during reception/banquet; ask the interpreter to take them to out-of-itinerary places, etc.).

4. Conclusion

As a fundamental form of interpreting, liaison interpreting facilitates communication in the widest range of situations, from court, hospital, tourism to business context. Liaison interpreters are more "present" in the communication and usually play the role as the "mediator" that adopt different strategies to facilitate the communication. Moreover, liaison interpreters should be equipped with not only knowledge of both languages of communication, but also knowledge of the subject matter and extra linguistic knowledge. Therefore, the training of liaison interpreting should follow a practice-based and scenario-based approach, while incorporating case analysis, discussions and debates on cross-cultural competence. Furthermore, as liaison interpreting is the form of interpreting students or trainees may take on as jobs or practice, it is important to help them build the awareness of professional ethics and follow code of conduct. Nevertheless, a good liaison interpreter should hone his/her skills through both training and practice, and teachers/trainers should also continuously explore ways and methods to enhance students' interpreting skills and cross-cultural competence.

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Application of VR Technology in Tourism Management in Higher Vocational and Technical Colleges--Taking " First Aid for Tourism Safety " as an Example

Xinxin Duan

Jiangxi Tourism&Commerce Vocational College, Nanchang 330000, China.

Abstract: With the development of information technology, the integration of VR technology into the teaching process of tourism management is not only an urgent need to reform the traditional teaching and education methods and promote the innovation of talent training mode, but also an important measure to strengthen the integration of teaching, learning and practical training, effectively make up for the special difficulties in vocational education training such as invisible, inaccessible, high cost and high risk. The course of " First Aid for Tourism Safety " has practical training difficulties in vocational education. The traditional practice course is a simulation exercise in a classroom or training room. Even if you go to scenic spots, attractions or hotels, there are still defects such as high cost and high risk. Based on this, this paper analyzes the advantages of the application of VR technology in the teaching of tourism management, especially in the course of " First Aid for Tourism Safety ", and discusses how to integrate VR technology with the course of tourism management in multi angles.

Keywords: VR Technology; Tourism Management Specialty; Tourism Safety First Aid; Course Teaching

1. Introduction

Virtual reality (VR) technology is one of the new generations of information technology that has attracted a lot of social attention in recent years. With the emergence of many VR products, VR technology has been widely used in various industries, such as education, military, medical treatment, culture and art, manufacture, tourism, entertainment. In the social background of the digital information age, modern information technology not only significantly changes people's production and lifestyle, but also has an important impact on human thinking and learning methods, which also constantly promotes the adjustment and reform of education. As an emerging educational technology that integrates disciplines and information technology deeply, VR technology is more and more widely used in the practice teaching of tourism management specialty, and is gradually becoming the core driving force of practical teaching reform.

2. Advantages of VR technology in the teaching of tourism management specialty

2.1 It can effectively solve the "three high and three difficult" problems in innovation of the practice training teaching mode

Tourism is an industry with strong comprehensiveness, wide coverage and long industrial chain. The process of tourism activities covers the elements of "eating, living, traveling, shopping and entertainment". Due to the immovability of tourism carriers in the teaching of tourism management, there are simple or lack of tourism experimental teaching resources, making it difficult to implement practical training. However, if the teaching method of "seeing more, asking more, thinking more and doing less" is adopted in field investigation for tourism experimental teaching, it is easy to appear difficulties in observation and reproduction, resulting in problems such as students with low learning enthusiasm, lack of teaching resources, poor teaching effect. For schools, there are also problems of high investment, high risk and high difficulty in practical training education, which cannot meet the basic requirements of vocational education. Through repeated learning and training through virtual technology, especially the use of virtual reality technology for multi-person collaboration to make large-scale professional practice possible. The use of virtual reality technology makes students truly become participants in the virtual environment and role players in the virtual event, creating an environment of "autonomous learning", changing the passive status of students in traditional practical teaching, and enhancing students' autonomous ability, practical ability and operational ability.

2.2 Helping students to accumulate practical experience and laying a solid employment foundation

In the process of practice teaching, teachers need to fully explain the process of experience, interaction and protection in tourism activities. Real experimental teaching often cannot meet such comprehensive teaching needs. For example, in the practical teaching of guide's hotel service training, traditional teaching adopts scene simulation and role playing to conduct practical teaching. The role is single, cannot complete the scene, and others are in the state of observation. By introducing virtual simulation technology, multiple people collaborate to participate in the real role participation, hotel check-in procedures and strain services run through it. The large screen watching and students practicing repeatedly can lay a solid foundation for the future work.

2.3 Solving the difficult problem in tourism safety activities and improving the practical teaching effect

Safety is the basic demand of tourists and the basis of tourism development. Tourism safety has become an important factor affecting tourism decision-making and tourism development. However, tourism safety experiments involve high-risk or extreme environments, which are difficult to be replicated in the real environment. Through virtual simulation technology, the tourism safety activities such as natural disasters, emergencies, rescue and escape are reproduced, which solves the problem that teaching resources are difficult to achieve, especially the high-risk projects of fire, earthquake and drowning, broadens the physical space and time range of practical training, better cultivates the strain ability of guides and ensures the safety of practice training. In addition to the advantages of large coverage, low investment cost and easy maintenance, it also provides visualized and diversified experimental effects for tourism safety experimental teaching.

3. Application of VR technology in the course of " First Aid for Travel Safety "

3.1 Role play to enhance students' learning interest

The VR project of " First Aid for Travel Safety " consists of three modules. They are the simulation of pre-hospital first aid process of drowning, burns and scalds, and fractures. Group learning is adopted to divide students into groups of 8 people. The training teacher first explains the first aid process with LED screen, and the two groups of 8 people each wear integrated helmets for operation experience. Students can experience first aid skills such as cardiopulmonary resuscitation and the use of AED automatic external defibrillator, airway foreign body obstruction, and hemostatic bandaging through the perspective of tourists or the perspective of tour guides in the way of scene simulation. Students will also trigger questions randomly in the simulation process. If consecutive errors appear, they cannot enter the next process. After the end of the whole simulation process, there is a review of key points to help students memorize the specific first aid process.

3.2 The process is more authentic

Through VR technology, it can generate simulation teaching scenes that it is difficult to perform at ordinary times, and even make different types of wounded. Students can experience learning in a more sensory environment by using VR devices. They can not only see a three-dimensional space environment, but also participate in it. Compared with plane teaching, it is easier to understand and operate, and more realistic. Take cardiopulmonary resuscitation (CPR) for example. CPR is a life-saving technique for cardiac arrest and respiratory arrest. The earlier CPR is performed, the higher the survival rate is. In reality, CPR can only be trained and operated by simulated people, and the audience is narrow, which is difficult for ordinary people to access. Using VR technology to simulate CPR, students in the virtual environment can experience a complete process of CPR emergency treatment, so that students can learn the process and key points of CPR. Moreover, the application of each step is more detailed to the corresponding parts of the body, and students can also learn how to operate intuitively.

3.3 Flexible mode, improve students' ability to solve unexpected situations

The system has a variety of training modes, such as teaching, training and assessment, which is convenient for teachers to teach in class and students to learn and practice after class. The VR project of tourism safety emergency can not only provide a safe training environment, so that users can practice without the limitation of time and space; it can also be reused, which greatly saves costs and reduces accidents. Through repeated practice, students can master first-aid skills and improve their ability to deal with unexpected situations.

4. Conclusion

VR technology can break the limitation of time and space in teaching, change the traditional teaching mode of tourism management, enhance students' learning interest and improve the quality of teaching. Universities should actively introduce VR technology, raise a teaching staff that can skillfully use VR technology, and promote the integration of VR technology and practice training courses; follow the law of student learning and development, and utilizing VR technology to cultivate the comprehensive practical ability of students majoring in tourism management in the new era.

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Path and Research on Integrating Ethnic Traditional Sports Resources of Northern Jiangsu Region into College Physical Education Curriculum

Weiqi He, Jianrui Yang

Jiangsu Normal University, Xuzhou 221116, China.

Abstract: North Jiangsu region has a prominent geographic location, rich human resources and natural resources, and more ethnic traditional sports resources. In order to ensure the inheritance of traditional culture and the growth of national sports, pay attention to the integration of traditional national sports resources into college sports courses, which can not only promote the national heritage, but also form a new direction of college sports construction with characteristics suitable for their own development, and satisfy the teaching requirements of culture and sports. The article firstly introduces the importance of the integration of traditional national sports resources into college sports courses in northern Jiangsu Province, and then analyzes its specific path, which aims to promote the cultural and physical heritage of colleges and universities, and provide reference and ideas for the integration of local traditional sports resources into college teaching in the future.

Keywords: Northern Jiangsu Province; Traditional Ethnic Sports Resources; College Physical Education Programs; Teaching Paths

Ethnic traditional sports resources belong to the important cultural heritage, is an important way for people's daily recreation and fitness, which has the characteristics of national culture, diversification, and the coefficient of difficulty is not high, and can meet people's daily sports needs. Common traditional sports resources in northern Jiangsu include martial arts, taijiquan, archery, horseback riding, etc. However, in addition to the above sports, there are other contents, such as rice-planting songs, tug-of-war, dragon dance, etc., which have a rich cultural flavor. In order to further enhance the effect of cultural inheritance, it is necessary to deeply explore the integration of traditional national sports resources in the northern Jiangsu region into the path of college physical education courses, which can be seen that the thesis has exploratory value, and the specific investigations are as follows.

1. The Importance of Integrating Ethnic Traditional Sports Resources in Northern Jiangsu Province into the Physical Education Curriculum of Colleges and Universities

North Jiangsu region is located in the Yangtze River Delta centered on Shanghai, is an important part of China's coastal economic zone, in the process of economic development has formed more traditional sports content, with richer ethnic cultural resources, such as centipede palm, taijiquan, baguazhang, etc., which belongs to the ethnic cultural composition, but also to maintain and pass on the traditional ethnic cultural pathway. Strengthening the integration of national traditional sports resources in the teaching of college sports courses has many values.1. Make students' fitness and recreation needs satisfied. Northern Jiangsu region in the long-term development of nationalities, people's production and labor to meet the needs of life and cultural needs, people's standard of living to improve the formation of a variety of local characteristics of traditional sports resources, such as martial arts, track and field, etc. are for people to strengthen the body path. Martial arts traditional sports such as taijiquan, long fist, wrestling, archery, slingshot; track and field traditional sports such as cuju, pummeling, dragon and lion dances, jumping bamboo poles, playing gyroscope, throwing pots and so on. Incorporating the above traditional sports resources into sports activities of colleges and universities can realize strengthening of body and health, improve students' life and study pressure, and enrich students' leisure and recreational activities and spare time cultural life.2. Enhancement of students' national cohesion and centripetal force. National traditional sports is the cultural essence formed in the people's production life, including emotions, beliefs and culture, belonging to the national spirit important carrier[1] . The integration of physical education programs in colleges and universities allows students to raise their level of thinking and lower their worries, depression and irritability in sports. Such as dragon and lion dance, initially to pray for a good harvest and peace, learning students can better form a cultural identity, eliminate the cultural barriers between different regions, and increase the national spirit of the students.3. Cultural inheritance and cultural self-confidence. National culture is an important

component of China's cultural construction, traditional sports activities have been vigorously promoted in recent years, and the integration of traditional sports teaching into the training of talents in colleges and universities can enable students to understand the origins of traditional sports culture, identify with the sports culture formed in a special period of time, and in the subtle cultural inheritance and dissemination of cultural heritage and the formation of cultural self-confidence with the modernization of ideas.

2. Integration into college physical education curriculum path analysis

College physical education curriculum teaching in the national traditional sports resources into each other can promote each other, the use of college students to realize sports culture heritage and carry forward, and promote the physical quality of college students ability to improve. In the specific teaching need to actively take targeted measures to ensure the feasibility of the northern region of northern Jiangsu ethnic traditional sports resources into the path of college physical education courses.

2.1 Creating an appropriate climate and environment for teaching and learning

If you want to integrate traditional sports resources into the teaching of sports courses in colleges and universities, you need to pay attention to the creation of a good teaching environment for sports courses, to ensure that students can have close contact with the integration of traditional sports resources to achieve a good cultural inculcation. First, strengthen the traditional sports content publicity so that students have a deep understanding, expand the publicity media, so that students are willing to explore, to establish a deep interest in traditional sports, such as the campus network, bulletin boards, radio, etc., to achieve the promotion of large traditional sports programs. Secondly, encourage the traditional sports program as the core of the society or club, encourage students to actively participate in, and will be linked to the credits, increase the enthusiasm of students to participate. Finally, colleges and universities can integrate traditional sports into the sports teaching curriculum in different teaching periods, from easy to difficult, from simple to complex, from practicing the body to practicing the mind, and regularly hold traditional sports and cultural festivals, such as school celebrations and school sports games, so that the traditional sports resources in the sports curriculum of colleges and universities can be better integrated to ensure that the sports environment in colleges and universities is good, so that the students in the traditional sports teaching and inheritance of the sports culture, and to promote the healthy development of the body and mind[2] .

2.2 Optimizing evaluation methods for teaching traditional ethnic sports

Ethnic traditional sports resources should be integrated into the teaching of college courses to choose a comprehensive and feasible teaching evaluation method based on the teaching objectives, teaching contents and teaching forms, and adjust the teaching methods appropriately to meet the needs of students' training in combination with the teaching effects throughout the teaching. The traditional sports program evaluation method can not meet the needs of course evaluation, colleges and universities should pay attention to this aspect of the content. First, the national traditional sports program in colleges and universities need to weaken the role of selection and selection, two-way evaluation, emphasizing students' interest in learning, focusing on the degree of student participation and progress in teaching, encouraging students and students to evaluate each other, and enhancing students' motivation[3] . Secondly, combining the characteristics of ethnic traditional sports programs, such as recreational, cultural, fitness and other teaching evaluation, to ensure that students gain a sense of achievement in sports teaching, and give full play to the recreational value of traditional sports activities. Third, pay attention to the traditional sports teacher quality ability requirements, especially professionalism, quality ability and other content evaluation, do a good job of teacher training, to ensure the smooth implementation of traditional sports teaching courses in colleges and universities.

2.4 Sound teaching faculty for traditional physical education

A sound traditional sports teaching faculty is the key to ensuring the success of integrating traditional ethnic sports resources from the northern part of the Soviet Union into the university sports curriculum. The focus needs to include two aspects. First, hiring ethnic traditional sports program sports personnel as teachers can enhance the teaching force of the teaching staff. Secondly, strengthening the training of teachers of ethnic traditional sports programs, such as theoretical knowledge, technical knowledge, teaching methods and content, to ensure

that the teaching effect of the course is constantly improved.

3. Conclusion

In summary, the integration of ethnic traditional sports resources in the teaching of college physical education courses in northern Jiangsu Province is an important measure for the improvement of local sports culture and students' physical quality. Ethnic traditional sports resources have rich cultural connotations, and the current development of traditional sports programs is difficult, and the integration of them with the teaching of college physical education courses can innovate the development of college physical education teaching and promote the inheritance of sports culture while promoting the construction of traditional sports programs to ensure the sustainability of their development.

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Fund Project:

Design and Practice of Civics Teaching in GIS Spatial Analysis Course under the Concept of OBE

Chengxia Wang, Ling Lin

Modern Technology College of Mianyang City College, Mianyang, 621010, China.

Abstract: This study aims to combine the OBE concept with the ideology and politics of GIS spatial analysis course to cultivate high-quality talents with socialist core values. Firstly, the integration point of OBE concept and course ideology and politics was analyzed, and then the teaching system of GIS spatial analysis course based on OBE concept was designed, including teaching objectives, teaching contents, teaching methods and teaching evaluation system. The teaching system focuses on students' participation and interaction, paid attention to students' needs and learning characteristics, and at the same time integrates elements of ideological and political education to cultivate students' socialist core values and vocational literacy. Finally, the learning process of students was tracked and analyzed by testing and evaluating students' learning outcomes, while the teaching design was continuously improved and optimized by combining students' feedback and improvement opinions. This study was of great significance for promoting the development of geographic information industry and the construction of GIS spatial analysis courses.

Keywords: Outcome-Based Education Concept; GIS Spatial Analysis; Curriculum Civics; Socialist Core Values; Teaching Evaluation System

1. Introduction

With the acceleration of globalization, the education field is also exploring and trying new education concepts and models.Outcome-Based Education(OBE), as an advanced education concept, emphasizes student-centered, outcome-oriented, and reverse design of the education process[1] . Geographic Information System(GIS) spatial analysis, as a core course in geographic information science, and the design and practice of its Civic and Political teaching were the recent years hotspots of attention in the field of education.

With the introduction of the OBE concept, more and more scholars have begun to pay attention to its application in the design of Civics teaching in GIS courses[2]. Some scholars have explored the combination of the OBE concept and the design of Civics teaching in GIS spatial analysis courses from the theoretical level, and put forward a series of Civics teaching design methods based on the OBE concept[3]. Integrating Civic and Political Elements into Case Teaching of GIS Spatial Analysis so that Students Feel and Understand the Civic and Political Spirit in Practice[4].

With the rapid development of information technology, geographic information system (GIS) has been widely used in various fields and become an indispensable technical means in modern society[5-7] . GIS spatial analysis, as the core part of GIS, was of self-evident importance. However, traditional GIS spatial analysis courses often focus only on the teaching of technology and neglected the cultivation of students' values and professionalism[8] . In order to solve this problem, this study combines the OBE concept with the ideology and politics of GIS spatial analysis course, aiming to cultivate high-quality talents with socialist core values, which was of great significance to promote the development of China's geographic information industry and the construction of GIS spatial analysis course.

2. Analysis of points of convergence between the OBE concept and curriculum-based political thinking

The concept of OBE (Outcome-Based Education) emphasizes paying attention to students' learning outcomes and learning process in the education process, so as to adjust teaching strategies in a targeted manner and improve the quality of education. Curriculum Civics, on the other hand, was to integrate elements of ideological and political education into the curriculum to realize the organic unity of knowledge transfer and value leadership.

2.1 Teaching objectives

The GIS Spatial Analysis course was a required course for Geographic Information Science majors with 48 hours and 3 credits. It was taken for junior students majoring in Geographic Information Science. According to the concept of OBE, it was emphasized that the teaching objectives should be clear, specific and operable. In the context of course ideology, the teaching objectives should not only focus on students' technical skills, but also on cultivating students' socialist core values and professionalism. Therefore, the Civic-Political elements can be integrated according to the key points of the syllabus, and the theory and practical operation can be fully combined to constitute the knowledge modules of the course, and the potential Civic-Political elements can be deeply excavated for each just module. The integration of Civic-Political elements with professional knowledge can stimulate students' interest in learning, strengthen knowledge learning and achieve the expected teaching effect.

2.2 Teaching content

The OBE concept requires that the teaching content should be centered on the teaching objectives, and at the same time pay attention to the needs and learning characteristics of students. In the context of curriculum ideology and politics, the teaching content should incorporate elements of ideological and political education, focusing on guiding students to establish a correct worldview, outlook on life and values (Table 1).

Table 1 Integration points of Civic Education in teaching content

point of knowledge	Civics Element	Content of Civics
Spatial data acquisition methods	sense of social responsibility	To guide students to pay attention to the development and international competitiveness of the geographic information industry and to develop a sense of social responsibility.
Spatial data modeling methodology	Socialist core values	Emphasis is placed on integrating socialist core values into the curriculum and fostering a correct worldview, outlook on life and values among students.
Spatial data visualization methods	professionalism	Focus on developing students' professionalism, including teamwork, communication skills, and creative thinking.

2.3 Teaching methods

The OBE concept emphasizes the diversity and flexibility of teaching methods and focuses on student participation and interaction. In the context of curriculum ideology, teaching methods should focus on guiding students to think about problems, problem-solving methods, and cultivating students' innovative and critical thinking (Table 2).

Table 2 Integration points of Civic Education in teaching methods

Teaching methods	point of knowledge	Content of Civics
classroom teaching	Basic concepts and principles such as spatial data modeling theory, spatial relationship theory, and spatial cognition theory.	Evaluation criteria that incorporate socialist core values, focusing on the evaluation of students' ideological and moral qualities and professionalism.
case Study	Applications in solving practical problems, such as urban planning, environmental protection, resource management, etc.	Incorporating the element of social responsibility in the ideology, students are guided to pay attention to social issues, cultivate a sense of social responsibility, and pay attention to the development of geo-information industry and international competitiveness.
panel discussion	Acquisition, processing and management of spatial data	Incorporate the Civics elements of teamwork and communication skills to develop students' teamwork and communication skills.
hands-on	Methods and techniques of GIS spatial analysis, such as spatial queries, map overlays, buffer analysis, etc.	Incorporate elements of creative thinking and critical thinking in Civics to develop innovative and critical thinking in students.

2.4 Evaluation of teaching and learning

The OBE concept emphasizes that teaching evaluation should be objective, fair and comprehensive, while focused on students' feedback and improvement. In the context of curriculum ideology, teached evaluation should incorporate the evaluation criteria of socialist core values and focus on the evaluation of students' ideological and moral quality and professionalism (Table 3).

Table 3 Integration points of Civic and Political Education in Teaching Evaluation

point of knowledge	Teaching evaluation methods	Content of Civics
Concepts and applications of spatial data visualization	Through hands-on projects, students are evaluated on their ability to visualize spatial data using GIS and to interpret geographic information from visualization results.	Introducing our advanced technology in map-making and geographic information acquisition, fostering students' national pride and promoting a sense of family and country.
Application of spatial analysis in solving practical problems	Through case studies, students are evaluated on their ability to use GIS spatial analysis to solve real-world problems, as well as their teamwork and communication skills.	Emphasize the importance of spatial analysis in nation-building and social development, and develop students' sense of social responsibility.

Access to and sharing of global geographic information resources	Evaluate students' ability to access, organize, and share global geographic information resources, as well as their awareness of copyrights and laws.	Emphasize the importance of international cooperation and exchange, and cultivate students' global vision and cross-cultural communication skills. At the same time, students are guided to respect intellectual property rights and establish correct values.
Application of Geographic Information Systems in environmental monitoring and protection	The hands-on project evaluates the students' ability to use GIS for environmental monitoring and protection program design, as well as their awareness of environmental protection.	Emphasize the concept of harmonious coexistence of man and nature, and cultivate students' awareness of environmental protection and sense of social responsibility.
Development trends and cutting-edge applications of GIS technology	Evaluate students' knowledge of trends in GIS technology and their spirit of exploration of new technologies and methods.	Students are guided to pay attention to the major strategic needs of the country, and to cultivate their innovative spirit and technological self-confidence. At the same time, it emphasizes scientific and technological ethics and responsibility and guides students to establish correct scientific and technological values.

3. Instructional design and practice of the GIS spatial analysis course on Civics and Politics

3.1 Design of teaching objectives

Based on the OBE concept, and taking into account the requirements of the society, clear, specific and actionable teaching objectives were formulated. Specifically, it includes three aspects of knowledge objectives, skill objectives and quality objectives. Among them, the knowledge objective mainly involves the basic principles and methods of GIS spatial analysis; the skill objective requires students to be able to use GIS software to analyze spatial data; and the quality objective focuses on cultivating students' socialist core values and professionalism (Table 4).

Table 4 Instructional design of GIS spatial analysis course based on OBE concepts

knowledge goal	skill target	quality objective
1. To master the basic concepts, principles and methods of GIS spatial analysis, and to understand its important position in geographic information science.	1. Ability to use GIS software for data input, processing, analysis and output, and to independently complete the establishment and maintenance of spatial databases.	1. To foster creative thinking and teamwork among students and to encourage them to explore and innovate in the field of GIS spatial analysis.

2. Familiar with various GIS spatial analysis tools and techniques, including but not limited to spatial query, map visualization and spatial statistical analysis.	2. Master the basic processes and methods of GIS spatial analysis, and be able to select appropriate analysis tools and techniques according to actual needs.	2. Enhance students' awareness of independent and lifelong learning and their ability to develop themselves and adapt to social changes.
3. To understand the application cases of GIS spatial analysis in different fields, such as urban planning, environmental protection and resource management.	3. Ability to design and produce maps, and to produce high-quality maps and charts using GIS software for data visualization and information transfer.	3. Cultivate students' professional ethics and sense of social responsibility, so that they can pay attention to the sustainable development of society and the public interest in the practice of GIS spatial analysis.
	4. To develop the practical skills of students to enable them to solve practical problems and accomplish specific tasks, including, but not limited to, spatial data acquisition, processing, analysis and application.	

3.2 Teaching content design

According to the teached objectives, combined with the requirements of the course Civics, the teaching content was designed with reference to the integration point of Civics education. Specifically, it included both theoretical teaching and practical teaching.

Among them, in terms of theoretical teaching, it can start from the basic principles of spatial analysis, and when introduced the basic concepts of geography, spatial relations and spatial analysis methods, it can be combined with China's geographic situation, emphasize the uniqueness and complexity of China's geographic environment, and cultivate students' patriotic feelings and spirit of exploration; and it can also start from the case study, selected actual cases with social significance, such as urban planning, environmental protection, resource management, etc., guiding students to analyze the moral, ethical and social responsibility issues therein and cultivating their sense of social responsibility.

In terms of practical teaching, the first was the selection of experimental projects, which can be chosen to be closely related to actual production and life, such as urban population distribution research, land use change analysis, etc., so that students can experience the application value of GIS technology in practice and enhance the consciousness of serving the society. Next was GIS software operation. In GIS software operation, teamwork, data safety and standardization awareness were emphasized to cultivate students' professionalism and rigorous working attitude. Finally, it was the writing of the experiment report, which requires students to write the experiment report, focusing on the logic and clarity, while emphasizing the scientific attitude of seeking truth from facts and rigorous academic ethics.

3.3 Design of teaching methods

According to the OBE concept and the requirements of the course Civics, flexible and diverse teaching methods were designed. Specif-

ically, they include classroom lectures, case studies, group discussions, role plays and other forms. Among them, classroom lectures mainly adopt the way of teachers' explanation and students' listening; case analysis guides students to think about problems and problem-solving methods by analyzing actual cases; group discussion and role-playing cultivate students' teamwork ability and communication ability through interaction and cooperation among students. At the same time, the teaching process focuses on guiding students to think about the problem and the cultivation of the way of thinking.

3.4 Design of teaching evaluation system

According to the OBE concept and the requirements of curriculum Civics, an objective, fair and comprehensive teaching evaluation system was designed. Specifically, it included three aspects: students' self-assessment, peer assessment and teachers' evaluation. Among them, students' self-assessment mainly involves students' evaluation of their own performance in the learning process; peer evaluation promotes communication and learning through mutual evaluation among students; and teachers' evaluation consisted of teachers' evaluation and feedback on students' performance. At the same time, the evaluation standard of socialist core values was integrated into the teaching evaluation system, focusing on the evaluation of students' ideological and moral quality and professionalism (Table 5).

Table 5 Design of teaching evaluation system for GIS spatial analysis courses based on OBE concepts

dimension	Evaluation methodology	concrete content
student self-assessment	self-awareness	Students need to reflect on their attitudes, learning methods and learning outcomes to identify their strengths and weaknesses in the GIS Spatial Analysis course.
	target setting	Students should set personal learning goals that define the level they wish to achieve in the GIS Spatial Analysis course and provide direction for subsequent learning.
	self-esteem	During the learning process, students should evaluate their own performance, including class participation, completion of homework, and ability to perform experiments, in order to make timely adjustments to their learning strategies.
peer review	Group work	Students are divided into groups for cooperative group learning. Group members share their learning experiences and methods with each other to promote common progress.
	mutual evaluation	Objective and fair evaluation among classmates based on the performance of group members in the GIS spatial analysis course. The evaluation includes communication and expression skills, problem solving skills, etc.
	mutual inspiration	Through mutual assessment, students are motivated to learn and learn from each other, forming a good learning atmosphere.
teacher assessment	classroom performance	Teachers observe students' performance in the classroom, including answering questions, participating in discussions, and performing experiments, and evaluate students in real time.
	Assignments and Lab Reports	The instructor evaluates students' assignments and lab reports to see how well they have mastered the theory and practice of GIS spatial analysis.
	final	Students' comprehensive skills in GIS spatial analysis are assessed through a final exam that tests their learning outcomes.
	Feedback and Guidance	Teachers give students timely feedback and guide them to adjust their learning methods to improve their learning results.

3.5 Analysis of Teaching Practice and Effectiveness

Apply the above instructional design to actual teached and analyzed its effects. Specifically, it included testing and evaluating students' learning outcomes, tracking and analyzing students' learning process. At the same time, the teaching design will be continuously improved and optimized with the feedback and improvement opinions of students.

4. Concluding remarks

Based on the OBE concept and the requirements of course Civics, this study had conducted an in-depth discussion on the teaching design and practice of Civics in GIS spatial analysis course. By analyzing the integration point of OBE concept and curriculum Civics, the teaching objectives, teaching contents, teaching methods and teaching evaluation system are designed and put into practice in teaching practice. The teaching design aimed to be able to effectively improve students' learning outcomes and cultivate students' socialist core values and professionalism. This study not only provided a useful reference for the teaching design of Civics in GIS spatial analysis course, but also provided a reference for the teaching design of Civics in other courses. In the future, we will further improve and optimize this teaching design to better serve the development of China's geographic information industry and the construction of GIS spatial analysis course.

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Fund projects:

Author's introduction:Author：

Wang Chengxia(1996 一), Female, Han nationality, Mianyang,Sichuan, China,

Master,Assistant Professor. She is mainly engaged in ecological environment pollution remediation and assessment based on GIS and remote sensing technology.

The Origin of the Belt and Road Initiative and Mongolia's Participation

Bayasakh.J, Shanshan Tian

National University of Mongolia, Ulaanbaatar 999097, China.

Abstract: For global stability, each country must grasp peace, prosperity, and development. Amid today's intricate global dynamics, understanding international affairs is crucial. The world faces a slow economic recovery, rising anti-globalization, and prolonged repercussions of the financial crisis. Unilateralism, protectionism, and power politics threaten peace, and nations confront severe development challenges. Strengthening regional cooperation is pivotal amid global transformation. Nations explore self-development, maximize interests, and navigate challenges. China, a crucial player, underpins the Belt and Road Initiative, advocating an open world economy and sustainable development. It signifies China's commitment to fair international economic governance. This analysis explores China's initiative and Mongolia's active role, offering theoretical insights for future research on their collaboration.

Keywords: Economic Development; One Belt One Road; Regional Cooperation

1. Introduction

The Belt and Road Initiative (BRI), also known as "One Belt One Road" (OBOR), includes the Silk Road Economic Belt and the 21st Century Maritime Silk Road. The historical Silk Road, dating back to the Han, Tang, Yuan, Ming, and Qing dynasties, laid the foundation for today's BRI.[1] The term "Silk Road" was coined by Ferdinand von Richthofen in 1877. Historical phases include the Han Dynasty's pioneering journey, Tang Dynasty's combination of land and sea routes, Song Dynasty's maritime dominance, Yuan Dynasty's prosperous maritime routes, and Ming Dynasty's maritime prohibitions.[2] Today, the BRI symbolically connects to the Silk Road, fostering new models of international cooperation, global governance, and contributing to world peace and development through economic partnerships and cultural inclusiveness.

1.1 Introduction of the Belt and Road Initiative (BRI)

The Belt and Road Initiative (BRI), also known as "One Belt One Road" (OBOR), was proposed by China on September 7, 2013. It was initially mentioned during a speech at Nazarbayev University in Kazakhstan, emphasizing the joint construction of the Silk Road Economic Belt. Subsequently, on October 3, 2013, during an address to the Indonesian parliament, President Xi Jinping proposed the establishment of the Asian Infrastructure Investment Bank (AIIB) and suggested the joint construction of the 21st Century Maritime Silk Road with ASEAN countries. The Belt and Road Initiative comprises the land-based Silk Road Economic Belt and the 21st Century Maritime Silk Road.[3]

The Belt and Road Initiative (BRI) consists of the land-based Silk Road Economic Belt and the 21st Century Maritime Silk Road. The land-based belt spans the northwest and southwest regions of China, connecting Europe, Central Asia, Russia, West Asia, and Southeast Asia. The Maritime Silk Road involves coastal provinces, linking China to the Indian Ocean, South China Sea, South Pacific, and Europe.[4] Over the past decade, BRI has achieved success, emphasizing open cooperation, mutual prosperity, cultural exchange, and global economic stability. The initiative enhances political reforms, cultural influence, and a "community of shared destiny," contributing significantly to international interconnectedness and shared development.[5]

1.2 Characteristics of the Belt and Road Initiative

In 2015, China strategically aligned with Belt and Road countries, making significant progress in the Eurasian region with agreements signed with over 20 nations. By 2016, the initiative garnered support from 100+ countries. The signing of the "Outline of the Plan for the Construction of the China-Mongolia-Russia Economic Corridor" in June 2016 marked the first multilateral cooperation plan under the Belt and Road framework.[6] Key features include: 1. Shared Development: Aiming for mutual prosperity along the route. 2. Global Free Trade:

Commitment to preserving the global free trade system. 3. Strategic Alignment: China's alignment with route countries and multilateral cooperation, reflecting broad international support for the initiative's cooperative and globally inclusive goals.

2. Coordination and Actions of Mongolia's "Steppe Road" with the Belt and Road Initiative, and Exploration of Trade Facilitation

2.1 Coordination between "Steppe Road" and the Belt and Road Initiative

In September and October 2013, China proposed the "Belt and Road" initiatives, and on September 2, 2014, Mongolia launched the "Steppe Road," upgrading the planned "Five Great Passages." President Xi Jinping's 2014 visit enhanced Sino-Mongolian ties, leading to the China-Mongolia-Russia Economic Corridor formation in 2015. This strategic alignment aimed at synergizing China's "Silk Road Economic Belt," Russia's "Trans-Eurasian Main Railway," and Mongolia's "Steppe Road." The trilateral cooperation leverages each country's geopolitical advantages, aligning with Mongolia's diplomatic policy. The joint vision released in March 2015 emphasized diverse, autonomous, balanced, and sustainable development for countries along the routes.

2.2 Harmonizing Paths: The Coordinated Integration of the Grassland Road with the Belt and Road Initiative in China and Mongolia

The integration of the "Grassland Road" with the "Belt and Road" initiative involves coordinated efforts at governmental, business, and societal levels in China and Mongolia.[7] Governments and judicial departments focus on economic development with diverse wealth acquisition strategies, while businesses aim for external relations and concentrate on fostering profound cooperation. Societal participation, including political parties and NGOs, drives collaboration in culture and the economy. Comprehensive governmental plans emphasize synchronized development, leveraging policy frameworks to mitigate risks. Businesses seek international collaboration, mutually supporting each other for shared prosperity.[8] Societal engagement promotes cultural exchange, deepening mutual understanding, and supporting the connection between the "Belt and Road" and the "Grassland Road." Both strategies share key points of interest, emphasizing connectivity and mutual benefits, demonstrating a shared emphasis on the historical development and principles of the "Grassland Silk Road." This mutual interaction showcases the effectiveness of the two strategies working in tandem to strengthen regional economic and comprehensive cooperation.

3. Diplomatic Significance for China and Mongolia and Significant Gains for Mongolia

3.1 Boosting Cooperation as an Economic Catalyst for Mongolia

According to the plan, the "Grassland Road" initiative, with a total investment of approximately 50 billion USD, consists of five projects. These projects include a 997-kilometer highway connecting China and Russia, a 1,100-kilometer electrified railway, the expansion of a trans-Mongolian railway, and natural gas and oil pipelines. This initiative holds crucial importance for Mongolia's development. Positioned between the two major nations of China and Russia, Mongolia's strategic location in the heart of a large market highlights its transit transportation significance. Cooperation has far-reaching effects on Mongolia's globalization, regional integration, diplomatic policies, international standing, and development prospects.

The Mongolian National Parliament [9] passed a resolution, and the two southbound railway segments close to China will adopt the same standard gauge, reducing the cost of cross-border railway transportation. The implementation of this initiative will promote infrastructure development, improve border and customs structures, and simultaneously advance educational exchanges through the development of Sino-Mongolian platforms.

3.2 Market Expansion as Potential for Mongolia's Economic Revitalization

Mongolia envisions economic revitalization through flexible utilization of its resource advantages, aiming to diversify from mining dependency. Collaborating with China, it focuses on industries like cashmere, dairy, and livestock processing, creating large-scale enterprises for economic advancement. Simultaneously, Mongolia seeks to unlock the potential of its abundant livestock resources through in-depth

collaboration, boosting the livestock industry's value and overall economic growth.In the context of the Belt and Road Initiative, China's decade-long experience contributes to global dynamics. Its leadership role, vibrant tourism route, cultural exchanges, and educational cooperation demonstrate a market-oriented approach. This model not only aligns with global cooperation but also creates opportunities for comprehensive collaboration between China and Mongolia in economic, cultural, and geopolitical domains.

4. Conclusion

"The Belt and Road Initiative" marks its decade with Chinese and Mongolian scientists actively implementing policies, benefitting both nations. In-depth research into surveyed areas enhances economic and cultural exchanges. Challenges persist, notably the need for China to deepen its openness. Both nations contribute to development, recognizing the call for concrete actions. China aims for profound openness, and Mongolia finds opportunities in this collaboration. Harmonious inclusiveness, respect, and mutual benefit guide their efforts, addressing concerns collectively. Leveraging wisdom and creativity, they aim for outstanding achievements, aligning interests, and providing a broader cooperative platform, collectively advancing the Belt and Road Initiative.

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A Peek at Guo Xi's "The Way of the Body" in the Northern Song Dynasty--Taking "Linquan Gaozhi" as an Example

Mingzhi Hou

Department of Global Cultural Integration, Kangwon National University, Chuncheon, 24341, Korea.

Abstract: Landscape painting is deeply influenced by traditional Chinese Taoism, and traditional culture gives it an inner spirit. The ancient saying: "Looking at a mountain is a mountain, looking at a mountain is not a mountain, looking at a mountain is still a mountain" reflects the ancient people's deep thoughts about nature. Reveal the connection between the traditional body Tao and the aesthetic connotation of landscape painting, express the "Tao" of nature and the "Tao" of the painter's creation through landscape painting, and summarise the relationship between the "body Tao" and landscape painting with physical experience. The relationship between "body Tao" and landscape painting is summarised by physical experience. Taking Guo Xi's landscape paintings of the Northern Song Dynasty as an example, we analyse in depth the traditional Taoist theory of "the Way of the Body", whose creative techniques and theories are recorded in "Linquan Gaozhi", which originated from real landscape experiences and had a profound impact on ancient Chinese landscape paintings. By studying the idea of "Body Tao", we can better understand and pass on the excellent traditional Chinese culture.

Keywords: Guo Xi; Taoism; Body Tao; Linquan Gaozhi; Landscape Painting

1.1 The Origin and Development of "Body and Way

Since its birth, landscape painting has been profoundly influenced by traditional Chinese Taoism, and traditional culture has given it an inner spirit. Mr Chen Chuanxi pointed out the potential influence of Laozhuang on the development of Chinese art, especially in the field of landscape painting. Since the Wei and Jin dynasties, Zong Bing's "Preface to Painting Landscapes" embodies the philosophical guidance of Taoist thought on landscape painting, and "landscape flatters the Tao with its form" has become a way of embodied Taoism. Chinese-style Taoist thought has profoundly influenced the development of landscape painting, emphasising the Tao through natural landscapes, manifesting itself in "calmness", "emptiness and quietness", and "unity of heaven and man". Guo Xi's view of the "Body of Tao" inherited ancient Chinese philosophical thought, especially Taoism, which emphasises the harmony between man and nature. He advocated that painters should understand and depict nature by observing and experiencing it, which is closely related to the Taoist idea of following nature. Among the spiritual connotations of traditional Chinese culture, the concept of emphasising cultivation of the body and pro-nature is highly esteemed, embodying the idea of escapism in Zhuangzi's thought. The Tao of Body emphasises the freedom of the mind and daily observation, reflecting Zhuangzi's idea of seeking spiritual liberation and transcendence in life. Through the process of knowing one's own "Tao", the highest achievement of Chinese painting art is the "writing of meaning", which embodies the spirit of Taoism.

1.2 The "Body of Taoism" at the heart of Linquan Gaozhi (High Spirits in the Forest)

Guo Xi's paintings were deeply inspired by Taoist thought, and as a landscape painter and theorist, he was known for his independent personality and innovative spirit. Guo Si's Gaozhi Linquan (Glorious Remarks on Forest Springs) is a detailed record of Guo Xi's ideas on painting, many of which are found to be compatible with the ideas of Laozhuang. In his landscape paintings, he directly incorporated the Taoist ideas of "body" and "way" into his works, forming an art form that "embodies the Tao through art".

The influence of Zhuang Studies on Guo Xi's thought mainly stems from the concepts of "materialisation" and "the same thing" in Lao Zhuang's thought, which explores the relationship between human beings and the Tao, and regards the Tao as a way of life and a way of life. "The relationship between human beings and the Tao is explored, and the Tao is regarded as the highest state to be pursued. In Linquan Gaozhi, Guo Xi's inner activities before the creation of his paintings can be perceived through keywords such as "full of travelling and living

off the land", "the heart of Linquan", and "the body is the mountains and rivers and takes them". These keywords reflect his deep understanding of nature and the profound influence of Taoist thought on the connotation of his paintings.

The phrase "full of travelling and living off the land" stresses the importance of experiencing nature through actual experience and feeling its "true nature"; "the heart of the forest and the spring" is a unique understanding of the beauty of nature; "the body is the mountains and the rivers and takes them". The "heart of the forest and spring" is a unique understanding of the beauty of nature; "the body is the mountains and rivers and take them" highlights the key role of physical experience in artistic creation. These ideas reflect the centrality of "the body of the Tao" in Guo Xi's creative work, which is derived from Taoist philosophy and emphasises the harmonious coexistence of man and nature.

In Guo Si's Linquan Gaozhi, Guo Xi demonstrates his unique understanding of the beauty of nature through his practice of landscape painting. He emphasises that artists should deeply comprehend the way of nature through observation, experience and contemplation, and incorporate it into their artistic creations. This reflects Guo Xi's view of a deep understanding of artistic creation, emphasising the importance of perception and experience in art.

The concept of "materialisation" in "full travel and full view" makes the natural landscape "transform" into a mood in the painter's mind, perfectly reflecting the artistic realm of subject-object unity. Through his study of landscape painting techniques and mood, Guo Xi demonstrated a deep understanding and unique insight into the way of nature. Guo Xi's "Body Tao" is the core of his artistic creation and theoretical system, emphasising the harmonious coexistence of man and nature, as well as the artist's perception and experience of the way of nature during the creative process.

1.3 The aesthetics of "Body of the Way" in "The Heart of the Forest"

Guo Xi's concept of "Body Tao" is closely related to other artistic concepts in ancient Chinese art theory. This concept is deeply influenced by Taoist thought, which emphasises conformity to nature, doing nothing, and achieving harmony between man and nature. In Taoist culture, the "Tao" emphasises the enhancement of mental clarity and the achievement of transcendent values beyond materialism and utilitarianism, that is, the so-called state of "emptiness" and "nothingness", which is achieved through the practice of "emptiness and quietness". The so-called state of "emptiness" and "nothingness" needs to be realised through the mind of "emptiness and quietness". Zhuang Zi's "Void Silence" and "Heart Lodge" express the pursuit of a state of tranquility and nothingness to transcend oneself and perceive nature.

The pictorial consciousness of Chinese landscape painting is based on philosophical concepts, especially the pursuit of the "purging of the metaphysical view" and "clarifying the mind and flavouring the image" style of the space of the mood. In this process, Guo Xi emphasised a "quiet and empty" mind as the basic requirement for realising the Tao. This clean and quiet space is used to cleanse the mind and purify the heart, reflecting the philosophical idea that Lao Zhuang's "quietness" and Zong Bing's "clarity of mind and flavour of image" are consistent with each other.

Zong Bing refers to the "clarity of mind" as the need to maintain an inner state of purity and tranquillity in the pursuit of the Tao, similar to Lao Zhuang's view of "virtual tranquillity". He stresses the importance of getting rid of personal gains and losses and egoism, and realising inner clarity and transparency, so as to provide clear internal support for artistic creation. This "clarity of mind" provides the viewer with the possibility of experiencing nature and landscape in a tranquil state of mind.

In Linquan Gaozhi - Mountain and Water Discipline, Guo Xi emphasises the importance of the "heart of Linquan" in artistic creation and aesthetic illumination through the expression of his aesthetic pursuits. He believed that painters should have the cultivation of quiet contemplation and book-reading in their creations, and that they should treat landscapes with the "heart of the forest and the spring", removing arrogant and disdainful eyes and exploring the reasoning of nature. Such a state of mind has a long-term inspirational significance for the future development of art.

Overall, Guo Xi's idea of the "Body of the Way" is a fusion of Taoist and Confucian concepts, emphasising the key role of a "tranquil" mind in artistic creation and aesthetic illumination. He experienced nature with a clear state of mind, and realised the pursuit of the ideas of "the object and the self as one" and "the unity of heaven and man" through the "heart of the forest and the spring".

Conclusion

In his book Linquan Gaozhi, Guo Xi clearly stated that the purpose of painting is not only to pursue formal beauty, but more importantly to convey a moral sentiment and philosophy of life. Therefore, his paintings often have profound connotations and rich symbolism. Guo Xi's "Body of Tao" was mainly influenced by Taoism. He emphasised inner enlightenment and insight into the world, and advocated meditation to achieve spiritual liberation. In his paintings, Guo Xi borrowed some concepts from Zen Buddhism, such as focusing on the expression of mood and emphasising the beauty of ethereality. This makes his landscape paintings have a transcendent mood, giving people a sense of tranquility and distance. Guo Xi's "Body Tao" has a unique position in ancient Chinese art theory, which inherits the ideological traditions of Taoism, Confucianism, and Zen Buddhism, but also forms his own unique artistic style on this basis. This diversity of artistic concepts has made Guo Xi's landscape paintings a monument in the history of Chinese painting, and has had a profound impact on future generations.

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Research on the Characteristics of Informationization Innovation in Chinese Vocational Education

An bang Han

Shandong Vocational and Technical University of International Studies, Rizhao, 276800, China.

Abstract: Currently, vocational education has received sufficient attention in China and is showing a trend of vigorous development. The large number of talents it cultivates have injected fresh blood into the development of enterprises. In order to better promote the development of enterprises, some vocational education schools and enterprises have launched innovative education models to cultivate vocational education talents according to the needs of enterprises or customers. Why information technology construction is necessary in vocational schools is a good topic, and this article will explore in detail the characteristics of information technology innovation in Chinese vocational education.

Keywords: Vocational Education; Informatization; Innovate

The characteristics of information technology innovation in Chinese vocational education should first mention the requirements for the construction of demonstration schools, which need to meet the selection criteria: a good foundation for digital campus construction; Establish a fully functional and smooth running campus network, as well as a convenient and efficient school management information system; There is a digital teaching resource library, teaching platform, and test question library platform; The number of computers meets the needs of education, teaching, and management, and the main teaching venues are equipped with necessary multimedia equipment; The backbone courses of backbone majors are equipped with digital teaching resources[1].

1. Requirements for the ten-year development plan of educational informatization

1.1 Informationization construction of vocational education

Chapter 5 of the ten-year development plan for educational informatization: Accelerating the construction of vocational education informatization and supporting the cultivation of high-quality skilled talents; Vigorously promote the construction of digital campuses in vocational colleges, comprehensively enhance the level of information application in teaching, practical training, scientific research, management, and service; Promoting the reform of talent cultivation mode through informatization.

1.2 Information technology construction needs

So, the development of information technology construction in future vocational colleges will mainly revolve around comprehensive services, resource sharing, collaborative applications, mobile applications, the Internet of Things, and cloud computing. In terms of comprehensive services, proactive trials, and one-stop services; In terms of resource sharing, it is necessary to provide full lifecycle business services and concentrate various information resources; Improve the service quality of community life in collaborative applications; Improve the service quality of community life through mobile applications.

1.3 In terms of cloud computing, centralized management of virtualization resource calls and provision of elastic services.

1.3.1 Comprehensive services

Comprehensive services, aimed at teachers and students, are the mainstream trend of information technology construction in future vocational colleges. Information technology needs to provide personalized services for teachers and students, allowing them to enjoy the convenience and fun brought by information technology.

1.3.2 resource sharing

Resource sharing. With the continuous maturity of information technology and its development in the field of vocational education, the

development of information technology in vocational education will inevitably move towards intelligence, automation, and humanization. Realize the rapid transmission and sharing of various information resources,

2. Smart" Campus Construction

2.1 The construction of smart campuses requires

Three networks integration, Internet gigabit broadband access, Internet of Things 100 kinds of goods, Internet of Things 10000 communication terminals, plus intelligent software to build a smart campus. It is also urgent for vocational schools to build "smart" campuses, mainly for "eight reasons". Reason one: due to the learning situation, it is difficult to listen, sit still, be active, lose energy, and have a large age difference, which brings difficulties to teaching and management[2].

2.2 Boarding system requires

Due to the boarding system, which requires all-weather student management, it brings difficulties to student management.

2.3 The increase in teaching environment

The increase in teaching environment is caused by the increase in theoretical teaching, experimental teaching, practical training teaching, and internship teaching, which brings difficulties to student management and teaching management.

2. 4 Due to the urgent need to transform the practical teaching environment

The current practical teaching environment does not support student self-directed learning, personalized learning, and personalized assessment. If practical teaching venues are opened, it will increase the probability of danger and accidents, forming safety hazards for student self-directed training.

3. The goal of vocational education informatization construction is to achieve digital transformation of campus environment

3.1 Digital Campus Construction

Design, construction, and sharing of high-quality digital resources in the digital campus environment; Campus cultural construction in the digital campus environment; Optimization and reengineering of management processes in the digital campus environment; Collaborative education between home and school in the digital campus environment; Design and application of sustainable development mechanisms for digital campus construction; Design and application of collaborative innovation mechanism for digital campus construction[3].

3.2 Comprehensively improving the information technology teaching ability of teachers and students

The key to the development of teachers and students is to comprehensively enhance their information technology teaching ability, and to comprehensively enhance their information technology learning ability.

3.3 Teaching and Development of Students

Student development, learning attitude and ideological consciousness, with correct information awareness, able to accurately evaluate information, and a positive attitude towards the application of technology; Have the awareness of utilizing technology for innovative learning; Have the awareness of using technology to solve practical problems in learning and life. Learning methods and skills can utilize the internet to acquire, store, evaluate, process, and apply digital learning resources.

4. Application service system

Application services are information services provided based on software application systems. The application service system in digital campuses includes unified authentication and portal services, teaching application services, management application services, teaching and research application services, life application services, and software application system construction. There are mainly two modes: cloud ser-

vice mode and self built mode.

4.1 Unified authentication and portal services

Unified authentication and portal services refer to information services that support global unified user management and authentication, and provide a comprehensive information integration environment. The construction requirements are as follows: providing global unified user management and authentication services, supporting users to apply various information services safely and conveniently; Provide single sign on service, supporting users to access any authorized application system within the valid period with just one login; Provide comprehensive information portal services, supporting users to personalize various information resources and application services.

4.2 Teaching application services

Teaching application services refer to information technology services that support various teaching activities such as teacher lesson preparation, teacher teaching, and student learning. The construction requirements are as follows: providing electronic lesson preparation services to support teachers in conducting online collaborative lesson preparation; Provide online teaching services to support teachers in conducting online teaching; Provide online learning services to support students in engaging in self-directed, collaborative, and exploratory learning;

4.3 Management applications

Management application services refer to information technology services that support various educational management activities such as academic affairs, administration, assets, and personnel in schools. The construction requirements are as follows: providing electronic portfolio management services to support the recording and storage of various information during the growth process of students; Provide digital educational management services to support schools in efficiently carrying out educational activities such as course scheduling, course selection, course evaluation, and score collection; Provide digital administrative management services to support schools in efficiently carrying out government activities such as document circulation, knowledge sharing, information dissemination, and official document approval, fully realizing office automation; Provide digital financial management services to support schools in efficiently carrying out financial management, supervision, and control in an information-based environment; Provide equipment asset management services to support schools in efficiently managing various types of equipment and assets: Provide digital book management services to support schools in efficiently managing various digital book resources.

4.4 Teaching and research application services

Teaching and research application services refer to information technology services that support teaching and research, teacher training, and other related activities. The construction requirements are as follows: providing teaching and research network community services, supporting online interaction, communication, resource sharing, and case studies among teachers; Provide teaching and research digital resource services to support teachers in independent learning and collaborative research* Provide cross school regional communication and evaluation services, and support remote evaluation and interaction among inter school teachers; Provide cross school regional collaborative lesson preparation services, support inter school teacher collaboration in designing lesson plans and courseware; Provide a growth portfolio service for teacher professional development, providing guidance for personalized teacher development; Provide teacher education technology training services, including training, assessment, and certification.

5. Conclusion

The innovation of vocational education informatization is three-dimensional and all-round, and this article only explores a few major aspects. The beginning of everything is difficult. Vocational education has taken the lead in many aspects of educational informatization, and in recent years, various types of education in China have been innovating the characteristics of educational informatization. Vocational education informatization is a microcosm of the overall and rapid development of vocational education. We firmly believe that using infor-

matization to drive the modernization of vocational education will provide more vivid experience for the national informatization to drive the modernization of education.

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Representation of the character of the Anti-Japanese War with historical music

—— On the music "On the Taihang Mountain" in the ideological and political education courses in colleges and universities

Wenqing Dong[1], Anbo Yang[2]

1.Guangxi Minzu University, Nanning 530006, China.
2.College of Marxism, Yunnan Agricultural University, Kunming 650201, China.

Abstract: Through the in-depth analysis of historical music, this paper reproduces the heroic spirit of the Chinese people in the War of Resistance against Japanese Aggression, and further discusses the practical application of the music work "On Taihang Mountain" in the ideological and political education course of universities. In addition, the trend and prospect of the integration of red music and university ideological and political education are discussed, and some suggestions are given to promote the deep integration of music and ideological and political education.

Keywords: Historical Music; Ideological and Political Education; Taihang Mountain; Japanese Resistance Style; University

1. Introduction

1.1 Research Background

With the progress of The Times and the development of society, the ideological and political education courses offered by colleges and universities have played an indispensable role in cultivating students' social responsibility, patriotism and core values. The traditional educational mode and curriculum content can not meet the diversified needs and educational purposes of students.

As a special artistic display, historical music has profound cultural heritage and emotional communication skills, which can arouse people's emotional resonance and encourage them to have in-depth thinking and reflection. The study aims to explore the practical application of the music work "Taihang Mountain" in the ideological and political education course in universities, hoping to provide valuable reference and practical experience for the further reform and innovation of ideological and political education in universities.

2. The theoretical basis of historical music in ideological and political education

2.1 Relationship between music and ideological and political education

Music can stimulate people's emotions and emotions. Different musical styles and tunes can evoke different emotional experiences. Through its unique language and expression, the emotion to the audience, so that it has resonance and emotional resonance.

Music can convey values and ideas. As a cultural form, music can convey a specific sense of values and ideas through elements such as lyrics, themes and images in musical works. For example, some musical works that express patriotism and call for social justice can influence people's value orientation and code of conduct.

Music can also promote people's social exchanges and cultural exchanges. Music, as a ubiquitous art form existing in various cultures, can overcome language and cultural barriers. Through the sharing and communication of music, people can enhance their mutual understanding and recognition, and promote the development of social harmony and cultural diversity.

2.1.2 The role and significance of music in ideological and political education

Music is a kind of emotional expression, which can stimulate students' emotional resonance and emotional experience. Through music, students can feel the emotions and emotions conveyed by the works, and then cultivate and improve their emotional quality.

Music can cultivate students' aesthetic ability and cultural accomplishment. By appreciating music works, students can improve their

aesthetic ability and cultivate their sensitivity and appreciation of beauty.

Music can promote students' physical and mental health and personality development. As an art form, music has the function of relieving pressure and regulating emotions. Through the appreciation and performance of music, students can relax their body and mind, reduce the learning pressure, and improve the learning effect.

In addition, music can also cultivate students' creativity and expression ability, stimulate their personality potential, and promote their all-round development.

2.2 The Cultural Connotation of historical music

2.2.1 The historical and cultural background and significance of "On The Taihang Mountain"

As one of the well-known mountains in northern China, Taihang Mountain has had profound military and cultural value since ancient times. During the War of Resistance against Japanese Aggression, Taihang Mountain was not only the key strategic position for China's anti-japanese army, but also the main battlefield for the Chinese army and the people to fight against the Japanese aggression. The film "On the Taihang Mountain" vividly shows the tenacious resistance and firm belief of the Chinese people in the heroic deeds and battle scenes of the War of Resistance against Japanese Aggression.

The whole song melody is smooth and beautiful, integrating Chinese traditional music elements and modern music style, showing the unique charm of Chinese folk music [1].

2.2.2 The Expression of the Anti-Japanese War Spirit of The Taihang Mountain

"On the Taihang Mountain" has rich historical and cultural deposits and profound significance. With the Taihang Mountain as the background, the song praises the heroic fighting spirit and selfless dedication of the Anti-Japanese base area in Shanxi. The exquisite combination of lyrics and melody successfully conveys the firm determination of the people in the Anti-Japanese War era and their fearless spirit of fighting against the enemy.

The lyrics of this song are full of the heroic and tragic feelings of the war of resistance. The lyrics of "Taihang Mountain, heroic resistance", "life and death follow, blood dyed the mountains and rivers" vividly describe the heroes of the war for the freedom of the country and the nation of the picture, fully show them in the face of difficulties and dangers, not retreat, sacrifice the noble spirit.

The whole song is full of praise and respect for the heroes of the Anti-Japanese War. The lyrics of "Our heroes, brave bravely" and "their names, always remember" express their deep respect for the anti-Japanese heroes and the permanent commemoration of their immortal achievements. Through the singing and singing of the songs, the deeds of the heroes of the Anti-Japanese War were widely spread, encouraging people to continue to struggle for the prosperity of the country and the nation.

2.3 Current situation and reform needs of ideological and political education in colleges and universities

2.3.1 Current situation analysis of ideological and political education in colleges and universities

Theory and practice are disconnected in ideological and political education in colleges and universities. The ideological and political education in some colleges and universities focuses on indoctrination knowledge, but lacks guidance and inspiration for students' thoughts. Teachers pay too much attention to imparting knowledge, but ignore the cultivation of students' thinking ability and innovation ability. Ideological and political education should pay attention to cultivating students' critical thinking ability and critical spirit, and guide students to actively think about the problem, rather than just providing answers to [2].

Ideological and political education should be combined with students 'actual life, through specific cases and practical activities, to guide students to combine ideological and political theories with practical problems, so as to enhance students' sense of participation and experience [3]. Diversified educational methods and means should be adopted, such as group discussion, case discussion, and practical activities, so that students can actively participate in thinking and inquiry, and enhance their learning effect and experience.

2.3.2 Necessity and direction of ideological and political education reform in colleges and universities

The necessity of ideological and political education reform in colleges and universities. At present, great changes have taken place in

the social environment, and the requirements for college students in the new era are also constantly improving. The traditional ideological and political education mode can no longer meet the needs of The Times, and reform and innovation are needed to improve the quality and effect of education. The reform of ideological and political education in colleges and universities should conform to the development of The Times, promote the comprehensive reform of college education, and improve the social benefits of education [4]. Attention should be paid to cultivating students' innovative thinking and practical ability, and students should be guided to actively participate in social practice and improve their ability to solve problems through innovation and entrepreneurship education and social practice activities. In addition, we can also open diversified ideological and political education courses, introduce a variety of cultural forms and artistic expressions, enrich the educational content, and stimulate students' interest in learning and creativity [5].

3. Music "on the Taihang Mountain" of the Anti-Japanese War character analysis

3.1 Background of the work creation

"On the Taihang Mountain" is a historical music composed by Liu Chi, a composer, during the War of Resistance against Japanese aggression, and the lyrics were filled out by Zhou Erfu. The creative history of the work can be traced back to the eve of the imminent outbreak of the Anti-Japanese War. During that period, the Japanese invading forces launched a massive attack on China, which made the Chinese people under heavy oppression and potential risk. In this context, Liu wrote a song called "On the Taihang Mountain," designed to arouse the people's patriotism and determination to resist the war.

3.2 Connotation of the lyrics and the spirit of the Anti-Japanese War

The lyrics of "On the Taihang Mountain" depict the battle scenes on the Taihang Mountain, showing the unity and perseverance of the Chinese people during the Anti-Japanese War. The lyrics describe the sound of gunfire, explosions and the cruelty of the war on the Taihang Mountain, and show the tenacious resistance and persistence of the Chinese people in the difficult environment.

The lyrics incorporate the yearning for home and care for family, and convey the feelings of the country of the soldiers during the Anti-Japanese War. The lyrics sing: "The night on the Taihang Mountain, the night of my homesickness, the night under the moonlight, the night of my homesickness", expressing the soldiers on the battlefield to miss their hometown and care for their relatives, showing the deep and sincere feelings of home and country.

4. The application of Taihang Mountain in ideological and political education in colleges and universities

4.1 Classroom introduction to stimulate students' interest in learning

In the ideological and political education course of the university, into the music "On the Taihang Mountain", through the study and appreciation of this music work, students can have a deeper understanding of the historical background of the Anti-Japanese War and the spirit of the Anti-Japanese people, so as to cultivate their patriotic feelings and sense of responsibility [6].

This inheritance and promotion of history and culture can help students to have deep feelings for national history and respect for traditional culture, so as to improve their cultural accomplishment and cognition of history. For the music "On the Taihang Mountain", research and discussion can help students to better understand and explore the deep meaning of the works. In the research and discussion, students can be organized for discussion and discussion. Students can discuss different aspects of the work and share their own views and understandings. Through the interaction and communication between students, it can promote the collision of ideas and the openness of thinking.

4.2 Practical activities to guide students to participate in the experience

Practical activities are an indispensable part of ideological and political education in colleges and universities. Practical activities can combine theoretical knowledge with practical application to help students better understand and master what they have learned.

Organize the students to enjoy and perform the music. Special class time can be arranged for students to enjoy the music "On Taihang

Mountain", and guide students to analyze the connotation of the lyrics and the spirit of the Anti-Japanese War, organize students to sing or solo songs, so that students can experience and express their feelings and thoughts in the music.

Organize students to conduct relevant investigation activities, such as visiting the Anti-Japanese War Memorial Hall, conducting field investigation, etc. Through the field investigation, students can more intuitively feel the historical background and heroic deeds of the Anti-Japanese War, and further deepen their understanding and experience of the spirit of the Anti-Japanese War in the music "On the Taihang Mountain".

5. The development trend and prospect of integrating red music and ideological and political education in colleges and universities

5.1 The current situation and problems of the integrated development of red music and ideological and political education

As an important part of the history of Chinese revolution, red music has a strong ideological and artistic quality, and plays a positive role in promoting the ideological and political education in colleges and universities. However, there are still some problems in the current integration and development of red music and ideological and political education.

In most universities, red music is still not fully valued and applied. As a result, the potential of red music in ideological and political education could not be fully realized.

5.2 Future development trend and prospect of red music in ideological and political education in colleges and universities

Close to the students' life and thought. With the change of The Times, students' ideas and value orientation are also constantly updated. Focus on diversity and innovation. The future red music is not limited to traditional forms and expression, but also will actively explore new musical forms and means of expression. For example, by combining modern music elements and technical means, more innovative and contemporary red music works are created to attract the younger generation of students. Attach importance to the integration with other disciplines, deepen the connotation and breadth of ideological and political education through the interdisciplinary way, and make it have more functions of education and enlightenment.

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A Critical Analysis of Tourism Translation Excerpt from Lonely Planet

Ruohan Li

School of Arts, Languages and Cultures, The University of Manchester, UK Manchester M13 9PL

Abstract: The Lonely Planet series showcases the rich tapestry of global cultures through detailed accounts and translations. These texts not only provide practical information for travelers but also serve as cultural ambassadors, bridging linguistic and cultural divides. The series' meticulous translations reflect the complexities and subtleties of each destination, shedding light on local customs, traditions, and ways of life. Its translations also contribute to a more inclusive understanding of different cultures, fostering mutual respect and understanding among travelers and locals. This paper classifies the types of tourist texts according to their characteristics, address the issues that arise when translating travel guides.

Keywords: Tourism; Travel Guide; Cultural Specificity; Appealing Function

Introduction

The study begins with an introduction to the background of the source text, which originates from Lonely Planet, the world's largest private travel guide publisher.By utilising the Fitzroy neighbourhood of Melbourne, Australia, as its birthplace, Tony Wheeler and Maureen Wheeler founded Lonely Planet in 1972. This highly regarded organisation is currently the leading private publisher of travel guides[1]. The "Lonely Planet" series, which has offices in London, Auckland, New Delhi, and Beijing, has a rich history and was the first to exclusively cater to backpackers and travellers, so it is highly praised by backpackers and other low-cost tourists[2].

Regarding specialization and linguistic attributes, it is noteworthy that the document features a paucity of specialized lexicon and technical terminology. Instead, it predominantly assumes the form of a "traveling" discourse, designed to be consumed by tourists during their leisurely excursions. Its primary functions are characterized by descriptiveness and the provision of pragmatic information. The travel guidebook represents an authentic literary endeavor, surpassing the length of any other literary production in the realm of travel. Its scope spans across diverse informational dimensions, affording readers an in-depth comprehension of the historical and cultural facets of the destination. Furthermore, it offers readers invaluable insights and practical recommendations. Notably, travel guides typically exhibit a higher degree of subjectivity compared to conventional tourist literature, with the author's role bearing pronounced recognition within its narrative framework[3]. In terms of layout and visual presentation, this travel guide employs a format that incorporates both textual and pictorial elements. Notably, each featured location or scenic spot is accompanied by a corresponding image positioned above the descriptive text. Each paragraph in the text is concise and has a clear focus.

Critical Analysis

Based on the aforementioned text type, it is evident that the primary purpose of a travel guide is to furnish tourists with destination-specific information and entice them to visit. According to Reiss's Text Types and Translation Methods, the text in question can be classified as belonging to the categories of informative function and operative function. This text exhibits prominent themes, and the contents of the introduction are both straightforward and intricate. Based on its inherent characteristics and functional distribution, it can be categorised into primary-level theme, secondary-level theme, and tertiary-level theme, thereby facilitating the achievement of its referential purpose. Furthermore, the text exhibits the qualities of visual representations and eloquent language, thereby facilitating the realisation of its conative function.

This paper classifies the types of tourist texts according to their characteristics, and analyzes the problems that should be paid attention to English translation from the functions of informative texts and vocative texts. First of all, from the perspective of cultural specificity, this study will pay attention to the cultural specific item of the source text and the described country, including cultural attributes and historical

sites, description of art and architecture, geographical features and cultural convention, etc[4][5]. This part mainly embodies the translation strategy that informational texts should be centered on the culture of the country where the source text is located. The second part mainly focuses on the appealing function of this travel guide translation and analyzes the rhetorical methods in communicative translation. It includes simile, metaphor, repetition and so on. Generally speaking, this paper aims to guide the translation strategies of the culture and the text itself according to the characteristics of tourist guides.

Based on the proposal outlined, the intention to introduce Lonely Planet in China was realised in 2003, resulting in the publication of the Chinese edition by China Cartographic Publishing House. Lonely Planet made its initial foray into the Chinese market in 2006, with its publication facilitated by SDX Joint Publishing Company. In August 2012, a magazine series was published in China, with an introduction by Fujian Strait Bookstore Publishing. In June 2013, the book guide was substituted by China Cartographic Publishing House. As of December 2021, a total of 25 guidebooks focused on China and 95 guidebooks with an international scope had been published, garnering significant popularity among domestic travellers.

Based on the information given in the source text, it is evident that tourist texts serve as valuable resources for travellers, enabling them to gain a more comprehensive understanding of the cultural customs, historical significance, and architectural styles associated with various tourist destinations, and help make the travel easier[6]. Consequently, it is imperative that translated texts possess similar functionalities, adhering to the informative and expressive nature of the source text. From a disciplinary standpoint, this subject can be classified within the domain of tourism English in the context of commercial translation. From a distinctive standpoint, this translation exhibits a reader-centric approach, employing a reduced usage of technical terminology, utilizing articulate and flowing language, and evoking vivid imagery. The arrangement of elements should replicate the visual content depicted in the book, thereby serving as a harmonious counterpart.

According to above analysis, the translation need to fulfill the informative function and vocative function, which is the same to the original text. As Newmark mentioned about the communicative translation, the effect of translation on target readers should be similar to that of source text on source text readers. This asks the translator not only convey the literal meaning of the text, but also consider the intention, emotion and cultural background behind the source text and transform it into the context of the target culture. Finally, the target audience of the translation should be Chinese native speakers[7].

Conclusion

During the initial process of translating this text, my focus was solely on the linguistic aspects of the source text, which in this case was English. During the subsequent stages of the translation process, I encountered a multitude of expressions encompassing place names, scenic spot names, and event names. This led me to the realisation that despite the source language being English, the original culture associated with the text did not originate from an English-speaking country. Hence, it is imperative to bridge two disparities during the process of information transmission. This prompts an examination of the initial aspect I intend to investigate, namely, cultural specificity. Of the various aspects to consider, I find the selection of culturally specific items particularly daunting. Based on Newmark's text type theory, it is imperative for this section to effectively communicate cultural information to the readers in the target language[8]. During the process of translating between English and Chinese, I have also observed a significant cultural connection. This section primarily evaluates the translation approach employed for cultural information, such as literal translation or free translation, by examining various English-Chinese travel guides available in the market.

In order to address the issues that arise when translating travel guides, this essay employs communicative translation techniques. A number of translation issues have been resolved by examining the cultural specificities of tourist texts and rhetorical elements in communicative translation. Fan[9] asserts that tourism information can only be spiritual and evoke particular cultural feelings in visitors if it has cultural overtones. Tourist guides serve as a form of publicity that contributes to fostering intercultural understanding and communication[10]. In order to lessen barriers to cross-cultural communication and safeguard cultural diversity, translators should be aware of and deeply understand the gap between non-native English speakers and native English speakers as well as the differences between Chinese and western ways of thinking and culture.

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China Chic Brand Website Design and Advertising Communication Skills Based on Computer Technology

Yuewen Lou, Xin Yang

Liaoning Institute of Science and Technology, Benxi 117000, China.

Abstract: In recent years, Chinese brands are rising day by day, and national tide is a fashion communication phenomenon and a hot spot of cultural and creative development. From the revival of the old brand that we are familiar with to the emerging national brand of network red, it has led to the change of Chinese people's consumption concept, and gradually developed into a trend, and even become the current hot consumption concept. A large number of emerging national brands, based on the discovery and creation of traditional Chinese culture, the spread of computer network media, fashion consumption culture and national tide, jointly build a new communication context for the promotion of national culture, and national culture should realize modern knowledge transformation and modern expression based on this context in order to achieve better communication effects. And obtain social and economic benefits through cultural reproduction. To create products with Chinese characteristics and aesthetic features, and gradually began to form their own style, the national tide has become a trend not to be underestimated.

Keywords: National tide brand; Computer technology; Advertising creativity; Advertising communication

Introduction

In today's world, with the rapid development of the new generation of information technology such as the Internet and big data, digitalization is reshaping the global economic structure. With the help of computer technology, merchants can present product information in the eyes of consumers in a very short time. Many shopping trends were born as a result. With the continuous improvement of China's international influence, Chinese people's sense of identity and pride for their own culture has reached a new height, and the national tide has gradually entered people's vision. Therefore, using the national tide as the element to carry out the product design, to collision innovation, and vigorously promote the traditional Chinese culture.

Of course, the basis of these can spread is a website with a national tide brand, through the combination of website marketing and advertising creative design to design their own brand for marketing communication, enhance visibility, help the development of enterprises, establish brand image, spread Chinese traditional culture, and contribute to the transformation and innovation of Chinese traditional culture.

1. Computer technology website design and national tide advertising creativity, communication analysis

1.1 Introduce the brand and advertising communication

With the progress of The Times, not only people's material needs have been gradually satisfied, but also the consumption concept has undergone tremendous changes. Trend brands meet the spiritual needs of young consumer groups seeking new and different, and therefore rise rapidly in a short period of time. The emergence of many national tide brands has also put forward higher requirements for related design.

The national tide is the combination of the country and the tide, the combination of tradition and modernity, and the divine animal with a good meaning, the crane, is added to it. This is also the inspiration for the appearance design of fashion styles. From the perspective of the commercial operation model of Guocao packaging, with the emergence of major videos and consumer platforms, "punch card network red" and "follow the trend to grow grass" have become the new consumption mode of the current young people, and Guocao packaging is benefiting from this and accelerating the popularity. With the rise of high-quality domestic goods, the "new tide" economy has flourished in 2021, which has derived many new tide brands. New national tide brands are mainly for the new generation of consumer groups, the transformation and upgrading of old brands and new brands, combining traditional culture and modern aesthetic, popular in many industries such as cloth-

ing, beauty, food, and home appliances. The brand inspired by the national tide has gone deep into various fields including flower West, Li Ning, Noble Bird, Huawei, Lenovo, Fulin Gate, Gree, Yadi and so on.

The future market competition will be mainly reflected in the brand competition, brand communication is particularly important. Chinese enterprises began to realize the importance of brand communication and began to seek better brand communication strategies. Advertising is a powerful means to disseminate information about goods, services, ideas and other aspects for the purpose of profit. It can directly catch consumers' eyes and has a rapid and widespread existence.

In advertising communication, the most important thing is information, which is the specific result of the information source's encoding of a certain idea or thought. Simply put, it is the effect of what the audience can see. With the desired effect, feedback is consumption. Consumption has a driving function, driving the growth of production, and has a driving effect on economic development. Therefore, good advertising communication can further promote the development of the national tide industry.

1.2 The application of computer technology in the website design and advertising communication of the national tide brand

With the advent of a new era, the economy is also developing rapidly. In daily life, the wide use of smart phones and computers also makes advertising more widely spread on network platforms than in traditional media such as TV, radio and newspaper. The so-called network advertising refers to a variety of business advertising published on the Internet site with digital code as the carrier. With the wide application of computer technology, it has played an important function in many fields of modern society, highlighting the advantages and values of computers in attracting users in advertising communication. Therefore, in this competition, we chose to use the HTML5 markup language in the Web front-end development technology of Sumblime Text software to make web pages.

Among HTML5's new features: canvas tags for painting, video and audio elements for media playback, and better support for local offline storage. These features enable consumers to better understand the introduction of the product. In addition, HTML5 can also solve cross-browser problems, and reflect the principle of user priority in the layout, simplify the complex, use <nav> markup navigation content, transition from the mainstream table layout to the mainstream div layout, so that the overall page is more concise, hierarchical, and more friendly to search engines.

A web page made with HTML5 allows you to intuitively understand what the web page wants to express. This mode of online mall directly reduces the intermediate circulation links, makes direct sales of products possible, and significantly improves the sales rate of products. Customers can communicate directly with merchants on the website and have a more direct understanding of the product.

2. The embodiment of computer technology in the design of popular brands and advertising communication

2.1 The market of excellent national tide brand website design and advertising communication effect

Now many brands are opening online stores on computer websites, not only reducing the cost of middlemen, but also improving the efficiency of product sales. Online stores are particularly adept at attracting customers through advertising. The online stores of the current hot national fashion brands can reflect this view.

Li Ning brand is one of the fashionable brands pursued by contemporary young people. Li Ning's official flagship store website includes the product navigation bar, scrolling product picture display and product search can be achieved through box and div effects. These functions can allow consumers to fully understand the specific information of the product, convenient for customers to browse.

2.2 The effect of computer technology in advertising communication

2.2.1 Psychological effect

Advertising brings the most obvious psychological effect to the audience, which is divided into two types: information transmission effect and actual sales effect. Generally speaking, the effect of information transmission is the emotional change caused by the sensory au-

tonomy of consumers. It can stimulate consumers' psychological needs and purchase desires, cultivate consumers' trust and goodwill to the brand, and establish a good image of the enterprise. For example, the cotton incident in Xinjiang, China. HM boycotted Xinjiang cotton, using the so-called "forced labor" as an interface, and put forward the slogan of "boycott Xinjiang cotton and textile factories", and then Nike and other brands began to boycott Xinjiang cotton. After the news was exposed, it attracted the attention of a large number of netizens, who boycotted brands that insulted China, caused patriotic trends, and strongly promoted Chinese brands. During this period, the national brand also rode the heat of the incident to launch its own brand.

The actual sales effect is the action made on the basis of the information transmission effect. The more effective the information transmission effect of advertising, the better the sales effect. Generally measured by sales volume.

2.2.2 Economic effect

Economic effect is the most important effect in advertising communication. Refers to the economic gains or losses obtained by advertisers through advertising activities. Its purpose is to stimulate consumer psychology, promote purchases, increase profits.

The national tide brand flower West in the advertisement, flower West is a "Oriental makeup, with flowers to raise makeup" as the concept of the makeup brand. Huaxizi brand explores the wisdom of ancient Chinese recipes for beauty care, aiming at the skin characteristics and makeup needs of Oriental women, takes flower essence and Chinese herbal extract as the core ingredients, and uses modern makeup research and development and manufacturing technology to create healthy, skin-nourishing makeup products suitable for Oriental women. Through these brand shaping with Oriental characteristics, Huaxizi stimulates consumers' aesthetic psychology and purchase desire, so as to obtain economic effects.

2.2.3 Social effect

Advertising communication also has a role to appeal to the quality of communication, that is, the social effect. Let the public the most familiar public service advertising slogan: "spring is coming, but can not hear the wind blowing the sound of leaves." With the kindness of the children to bring the old man "spring" in exchange for everyone's laughter, leading to a small path of love, a big step in the growth of the slogan. Calling on individuals and society to be a moral person has a profound impact on education and carries forward the fine traditional virtues of the Chinese nation. This is the social effect of advertising communication.

The social effect is also known as the acceptance effect of advertising, which means that through advertising, people can have a memory point for a sentence or a paragraph, and then influence and function on the morality, culture, education and ethics of the whole society. It will have a certain social impact on the consumption concept, moral norms and cultural consciousness advocated by advertising. So as to achieve the advertiser's purpose and expectation.

3. Based on computer technology, CHINA CHIC website design and advertising communication skills

3.1 The brand enhances reliability within a certain period of time

To use computer technology to create an official certified website for dissemination, and with mass feedback, let the audience know the most real feelings. Although the products sold by the fake shops on the Internet are cheap, the quality cannot be guaranteed, so that the audience's attention is limited and scattered. Therefore, the brand must provide the most authoritative and convincing official purchase channels to the audience and establish an official website. And the website will have a large number of design pictures about the country tide to attract customers to browse. So having your own website adds to the reliability of the brand.

The web design of this competition is divided into two parts, the design of the homepage browsing page and the design of the questionnaire.

Website design home page, to set the background picture, so that consumers have entered the country can fully understand the charm of the tide, it is necessary to choose the picture of the elements of the national wind:< body background=" ">

Brand logo- original pictures with our own positioning and development direction:<!-- logo -->

 <div class="logo">

Search boxes: <input type="text" name="" placeholder=" Search ">

Navigation bar: A function like an index that can quickly help users find the information they need.

< a href="#"> Home page </ a>

Merchandise exhibition: First use the box model and float (float) to develop the fixed position of the merchandise <img src="./images/banner1.jpg" alt=""> You can click on each item to enter his details page.

The Border is the same as what we saw above Box_1 and the colors blue, pink, and black are set in the border.

```
#box_1{
    border: 10px solid blue; /*solid */
   width: 250px;
   height: 250px;
    margin: 30px;
     float: left;
}
```
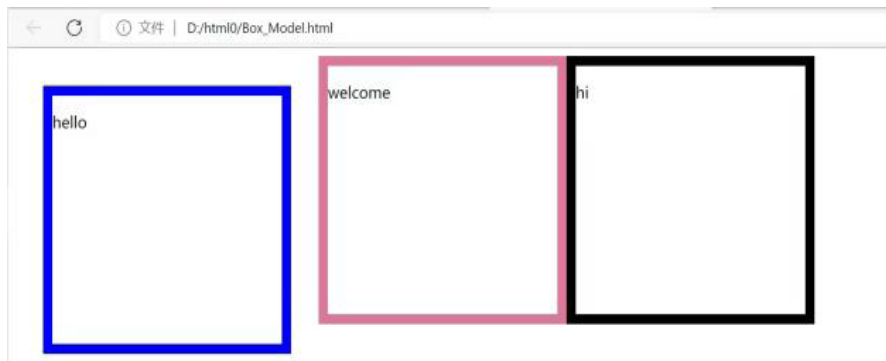

Fig. 1. box display

3.2 Promoting the brand on the website is conducive to enhancing the brand awareness and facilitating the investigation of people's attitude towards it.

Brand awareness is an important step in brand communication and audience feedback. As a research method for the design of network products, the relevant data of user behavior research affects the construction of websites and may ultimately determine the success or failure of websites. Audience feedback is an important mechanism that reflects the bidirectional and interactive nature of communication, and an indispensable factor in the communication process. From the consumer acceptance and dissemination of word of mouth as the starting point, to analyze the level of brand awareness. Brand awareness represents the honor of the enterprise and is an important sign of conveying the signal of quality.

Create a questionnaire page for consumers to fill out

In the middle of the topic questionnaire:<ul style="align-content: center;" >

Set the color and select only one of the four buttons: <li class="li"><h4 style="color: #66AFE9;" >1. Please select your age: </h4>

<li style="list-style: none;" >

Example options <input type="radio" name="grade" value="one"/> Below 18

The last button of the js code is checked to display a text box: function visibilityS(){

i=document.getElementById("language"); var t=document.getElementById("text2");

if (i.checked==true){t.style.visibility="visible";

} else{t.style.visibility="hidden"}}

save file operation: function save(){

var time="Time:"+document.time.time.value; ... Etc.}
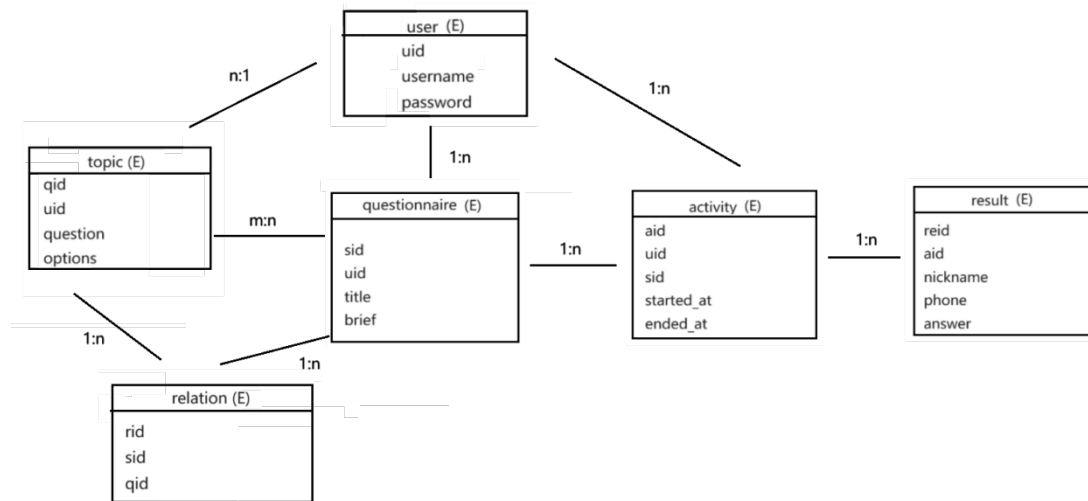
Fig. 2.er diagram of questionnaire

3.3 Pages on the Web are connected to each other. Hyperlinked text or graphics stand-alone can jump to other pages. Hypertext has the ability to link related files layer by layer. Hyperlinks can connect not only text, but also various media such as sound, images, animations, etc., to enjoy the colorful multimedia world.

```
<! doctype html>
<html lang="en">
<head>
<meta charset="UTF-8">
<title> Hyperlink application </title>
</head>
<body>
<h3> Hyperlink navigation </h3>
<a href=" "
title="Works"> Exhibition </a ><br>
<br>
<a href="http://www.sina.com.cn" target="_self"
title="Enjoy"> Enjoy </a >
</body>
</html>\
```

With the development of times and the advancement of science and technology, the dissemination of network information technology develops very fast in our country. The power of network communication is becoming more and more powerful, and it is imperative for brands to enhance the influence of national tide through network communication, and then expand their visibility. The expansion of visibility will bring sales, further collect the attitude and feedback of consumers, and modify according to the wishes of most consumers.

Conclusion

The mutual learning and integration of traditional culture and fashion culture has spawned the rise of a large number of national fashion brands, and the short video advertising that integrates the two has become a major selling point, and assumes the role of giving brand image and cultural connotation. With the rapid development of Internet media technology, Guocaofeng short video advertising not only forms its own style and characteristics, but also brings new ideas for brand marketing with the help of innovative communication strategies. In the context of the rapid development of the Internet, big data, cloud computing, artificial intelligence, blockchain and other new generation

of information technology, in the study of practice, in practice to improve, solid, steady, to serve the enterprise as the goal, market-oriented, planned and step to complete the implementation of the project content.

This article is to explain the application of computer technology, Guocao brand website design and advertising communication. Introduce and analyze the application of computer to make web pages and advertising design creative communication. This paper expounds the embodiment of computer technology in the design of national fashion brand and advertising communication.

The same brand stores often have average sales and fail to catch the eye of consumers. However, the national tide brand has its own innovation points, with a unique national style art design to retain consumers. The phenomenon of national tide is a spontaneous consumption behavior at first, and gradually becomes a conscious fashion behavior, and increasingly becomes the trend choice of contemporary Chinese youth. The degree of democracy of the country tide products is also very high, the company will collect all walks of life on the country tide preferences, published on the website to encourage the collection of hands to draw their own heart of the country tide, so that everyone participates in, and finally integrate everyone's ideas to design the brand. Let the national tide into the public eye.

Through our creation of this project, we combine the activities of the Guocao brand online and offline, and have a real experience. The use of the Internet, big data, cloud computing, artificial intelligence and other technologies combined with the elements of the tide, with reference to the Baidu tide season held by Baidu, the implementation of the offline, so that people more truly feel the physical goods. Promote the development of the business model of domestic brands, and improve the speed of their brands in the public view. Achieve traffic push and high-quality after-sales. Create a national tide brand new media platform account on Tiktok, create promotion channels for high-quality national tide brands, use new media platforms to carry out innovation and practice, and lead the people to feel the charm of national tide. Fully take care of the feelings of consumers, while compensating for the country tide brooch letter paper and other small gifts. Service satisfaction at the same time can also leave a deep impression of the country tide.

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About the author:

Yuewen Lou,born in Shenyang,Liaoning Province, major in data science and big data technology of Liaoning Institute of Science and Technology.

Xin Yang,born in Benxi. Liaoning Province, is an associate professor of Liaoning Institute of Science and Technology.

Application of the "China-fashion" culture in ceramic design

Linxin Ouyang

Jingdezhen Ceramic University, Jingdezhen 333403, China.

Abstract: "China-fashion" is a fashionable product with elements of Chinese characteristics. As one of the traditional crafts in China, ceramics carries a rich cultural connotation. As a cultural trend attracting much attention, "China-fashion" culture has exerted a profound influence on ceramic design. Starting from the relationship between China-fashion culture and ceramic design, this paper discusses how China-fashion elements give new connotations and forms of ceramic design, and how to innovatively apply these elements innovatively in ceramic design.

Keywords: Ceramic Design; China-Fashion Culture; Application

1. The influence of Chinese tide cultural elements on ceramic design

Ceramic design is an important link in the production and sales of ceramic works. The beautiful ceramic shape can make consumers pay. China-fashion element, as one of the art forms often used in ceramic design, has a profound impact on the traditional ceramic design and injects new vitality into the innovation of ceramic art. First of all, the rise of China-fashion culture has injected new inspiration into the traditional ceramic design, so that the traditional blue and white porcelain, pastel porcelain and other porcelain crafts under the influence of China-fashion elements. Take blue and white porcelain as an example, the traditional blue and white porcelain patterns mostly take flowers, birds, fish, and insects as the theme, and under the influence of China-fashion culture, designers began to integrate the traditional Chinese dragon and phoenix patterns and longevity peach patterns into them, making the traditional blue and white porcelain glow with a more colorful appearance. China-fashion The integration of elements is not only a simple pattern change, but also the interpretation and extension of the connotation of the traditional ceramic technology, making the traditional craft glow with more fresh vitality.

China-fashion The application of culture in ceramic design is diversified and innovative. In some modern ceramic works, the designer combines China-fashion elements with contemporary aesthetics to create works with both traditional Chinese characteristics and rich modern flavor. For example, Zhong Zhenhua, a young professor of Jingdezhen University, wrote "Spring River Warm Water", which has both China-fashion elements and modern concepts. The application of Chinese fashion elements in ceramic design is not only a simple inheritance of traditional elements, but also an innovation on the basis of integrating into China-fashion culture, making the ceramic design show a more diversified and rich development trend.

How to integrate China-fashion culture into the ceramic design innovation is an important topic in the current field of ceramic design. Ceramic designers need to dig deep into the connotation and essence of China-fashion culture and integrate it into their own design. In this process, the designers need to continue to make innovative thinking and practice, and explore the China-fashion ceramic design concept and form suitable for the contemporary aesthetic and market needs. For example, we can start with the symbols, colors, patterns and other aspects of China-fashion culture, and further mining and innovation, so that China-fashion cultural elements can glow with a more vivid and attractive new look in the ceramic design.

2. China-fashion the expression form of the cultural elements in the ceramic design

China-fashion The expression form of cultural elements in ceramic design is reflected in many aspects, including patterns, shapes, colors, etc. The use of various elements not only makes ceramic works have distinct China-fashion characteristics, but also brings more diversified possibilities for ceramic design, injecting new vitality into the ceramic industry.

2.1 Pattern

China-fashion The culture has a long history, and its rich pattern elements provide a rich inspiration for the ceramic design. For example, traditional elements such as Hanfu, Peking Opera masks and traditional architecture are often used in ceramic design. Through exquisite

composition and exquisite painting skills, ceramic works present a strong traditional style. At the same time, modern cultural elements such as China-fashion IP image have also become the new favorite of ceramic design. Through the combination of China-fashion elements and contemporary culture, it has injected fashion and vitality into the ceramic design.

2.2 Modeling

The mascots, divine beasts, flowers, birds, fish and insects in traditional Chinese culture are the main modeling inspiration of ceramic design. The ceramic shape with dragon, phoenix and auspicious beast as the theme often means good luck and auspicious beauty, which is the perfect combination of traditional culture and contemporary aesthetics.

2.3 Color

Traditional Chinese traditional techniques such as multicolored, blue and white, and color glaze have always been the treasures of ceramic design, but under the influence of China-fashion culture, these traditional colors have gained new vitality. In the ceramic design, we can not only see the inheritance and innovation of traditional colors, but also see the new colors given by China-fashion elements, such as the use of China-fashion color system, which injects more fashionable and personalized elements into the ceramic design.

In short, China-fashion cultural elements are colorful in ceramic design, which not only enriches the cultural connotation of ceramic works, but also brings more innovative possibilities for ceramic design. China-fashion The combination of cultural elements and ceramic design has brought new opportunities for the development of the ceramic industry, and has also injected new vitality into the inheritance and innovation of Chinese traditional culture.

3. Innovative application of China-fashion culture in ceramic design

China-fashion Culture, as a contemporary expression of Chinese traditional culture, into the ceramic design, can not only give the works a new connotation of The Times, but also attract the attention of young consumers and promote the development of the ceramic industry. Therefore, the integration of China-fashion cultural elements in the ceramic design has become an important topic in the current research field of ceramic design. China-fashion The innovative application of culture in ceramic art design needs to pay attention to the following points: First, we need to dig deep into the connotation of Chinese traditional culture. China-fashion As the contemporary re-creation and expression of Chinese traditional culture, its core is the understanding and inheritance of traditional culture. Therefore, to integrate China-fashion cultural elements into the ceramic design, it is necessary to dig deep into the Chinese traditional culture and find the spiritual connotation and aesthetic taste contained in it. For example, we can get inspiration from ancient Chinese poetry, painting, traditional architecture and other aspects, and integrate the artistic conception, form, pattern and other elements into the ceramic design, to give the work more rich and profound connotation. Second, we need to pay attention to the expression of The Times and the transformation of aesthetic symbols. China-fashion Culture, as a contemporary expression of traditional culture, needs to be transformed and expressed in the design of traditional ceramics. This requires designers not only to deeply understand the connotation of China-fashion culture, but also need to have a keen insight into the contemporary aesthetic trends and consumer needs. In the application of China-fashion elements, we need to pay attention to the transformation of traditional elements into contemporary aesthetic symbols, so that they can meet the aesthetic pursuit and lifestyle of contemporary consumers. For example, the traditional Chinese patterns, colors, shapes and other elements can be re-interpreted and combined to create a ceramic design works with both traditional characteristics and in line with the contemporary aesthetics. Third, we need to break through the tradition and be brave enough to practice. In order to successfully integrate China-fashion cultural elements in ceramic design, designers need to have the courage to break through the traditional spirit of innovation, such as the experiment and innovation of traditional technology, the attempt and application of new materials, new technology, and the renewal and development of ceramic design concept. Only by breaking through the tradition and having the courage to practice and innovate, can the designers successfully integrate China-fashion cultural elements into the ceramic design, create the works with the sense of The Times and innovative spirit, and bring new vitality and development opportunities to the field of ceramic design.

4. China-fashion Artistic expression of ceramic works

　　China-fashion The artistic expression of ceramic works is an important embodiment of China-fashion culture in the field of ceramic design. Its unique feature lies not only in the inheritance of traditional culture, but also in the reinterpretation of contemporary aesthetics and values. First of all, the artistic expression of China-fashion ceramic works reflects the clever integration of China-fashion elements and traditional ceramic art. In the traditional Chinese ceramic culture, blue and white, pastel, color glaze and other traditional crafts have always occupied an important position, and the rise of China-fashion culture has injected new vitality and vitality into these traditional crafts. For example, the ceramic works with the theme of "A Dream of Red Mansions" as the theme combine the traditional blue and white porcelain with the contemporary design concept through modern technology and craftsmanship, presenting a unique visual effect and artistic charm. This integration not only inherits the essence of traditional culture, but also shows the innovative concept of China-fashion culture on ceramic art, bringing new possibilities for the development of ceramic art. Secondly, the artistic expression of China-fashion ceramic works reflects the combination of the reconstruction of cultural symbols and contemporary aesthetics. In the China-fashion culture, there is no lack of re-interpretation of traditional cultural symbols and giving new connotations to them, and this kind of reconstruction and innovation has also been fully reflected in the ceramic art. For example, some ceramic works take traditional Chinese fairy tales, opera characters and historical events, and are reproduced and interpreted through modern artistic techniques, endows these cultural symbols with new connotation and aesthetic value, and providing a new perspective and experience for contemporary aesthetic concepts. In the contemporary society, the aesthetic concept and aesthetic taste are constantly changing, and the artistic expression of China-fashion ceramic works shows a unique value precisely in this change. Some China-fashion ceramic works through the depth of Chinese traditional culture and the combination of contemporary aesthetic taste, to create a rich personality and distinctive characteristics of the art form, reflecting the innovation and transcendence of aesthetic concepts, express the love for Chinese traditional culture and confidence and tolerance of contemporary culture.

5. Conclusion

　　In conclusion, through an in-depth analysis of the application of China-fashion culture in ceramic design, this paper aims to arouse attention to cultural inheritance and innovation in ceramic design and provide inspiration for related research and practice in the field of ceramic design. At the same time, it is also hoped that through the research of this paper, it can provide new creative ideas and inspiration for relevant practitioners in the field of ceramic design, and promote the more vigorous development of ceramic design under the guidance of China-fashion culture.

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High School History Academic Assessment Pointing to Students' Core Literacy in the Discipline of History

Qian Chen

School of History and Culture, China West Normal University, Nanchong 637000, China.

Abstract: The proposal of core literacy in history discipline is the new requirement of the state in the new era for history education to improve the quality of national quality and talent cultivation. The academic evaluation of history subject should follow the requirements of the times, overcome the deficiencies of the original evaluation, and explore the evaluation system to develop students' core literacy in history subject. Therefore, this paper focuses on academic quality standards, student-centered developmental evaluation, multi-dimensional evaluation, and emphasis on evaluation feedback, combines specific evaluation cases, and tries to put forward the relevant evaluation suggestions and measures for developing students' core literacy in the discipline of history, so as to make the development of students' core literacy in the discipline as the outline of the history curriculum be effectively implemented.

Keywords: Core Literacy in History; Academic Assessment; High School History

The general high school history curriculum standard (2017 edition revised in 2020) states, "The evaluation of history learning in high school should be based on the curriculum objectives, focusing on the overall development of students' core literacy in the discipline of history, and carrying the evaluation through the whole process of history learning. The evaluation mainly focuses on the disciplinary core literacy embodied in students' application of the historical knowledge and skills they have learned to solve specific problems." It can be seen that the objectives of the history curriculum have a very important guiding significance for the academic evaluation of the discipline of history, and the goal of the evaluation is to promote the overall development of the core literacy of students in the discipline of history, and to apply their literacy skills to realistic problem solving, in order to promote the sustainable development of students, so that the cultivation of the core literacy of the students, the improvement of their practical ability, and the cultivation of the spirit of innovation can really be realized. Cultivate modern citizens with comprehensive quality.

Constructing academic evaluation centered on the development of students' core literacy in the discipline of history should not only take into account the evaluation content, mode, model and role, etc., but more importantly, in the concept of evaluation, we should adhere to the student's learning and development as the origin and focus of academic evaluation, not only for the evaluation of student's learning, but also for the evaluation of student's learning. Change the evaluation too much focus on the role of selection and screening, to play out the evaluation of students' learning history of enthusiasm, initiative and creativity to stimulate the role of the discovery and development of students' multifaceted potential. Therefore, the goal, content and method of academic evaluation should be closely focused on the achievement of students' core literacy, and explore scientific and reasonable evaluation measures.

1. Comprehensive assessment based on academic quality requirements

The new high school history curriculum standard defines academic quality as the performance of students' academic achievement after completing the curriculum of the discipline.It can be understood as the academic level that students should achieve after a certain stage of course learning. Then how to determine whether students have met the learning requirements of the history subject? The curriculum standard also gives the answer, to take the core literacy of history subject and its performance level as the main dimension, combined with the specific course content, to make a comprehensive evaluation of students' academic achievement performance. Thus, according to different level characteristics, academic quality is categorized into four different level levels. Therefore, in the actual academic evaluation, it is necessary to deeply understand and grasp the characteristics and requirements described by the levels of academic quality, to plan and design the evaluation objectives as a whole, to carry out a comprehensive evaluation of the five major aspects of core literacy, to adhere to the consistency between the teaching objectives and the evaluation objectives, and to work together for the implementation of the development of the students'

core literacy in the discipline of history.

2.Student-centered developmental evaluation

Students are the main body of teaching and learning, and their development is the core concern of teaching and learning and an important focus of academic evaluation. Improvement of evaluation focuses too much on the role of identification and selection, emphasizing its important function of motivation and promotion of student development. The fundamental purpose of developmental evaluation is to promote the development of students and adhere to the concept of all for the development of students, so the development of students' core literacy in the discipline of history as the outline of the high school history academic evaluation can be used in the form of developmental evaluation, centered on students, focusing on the cultivation of students' core literacy in the discipline of history, to help students to acquire knowledge of history, the development of historical skills, and the formation of historical think.

The core of developmental evaluation is students, to change the passive position of students in the evaluation process in the past, play an active role in the evaluation of students, create a relaxed and open classroom atmosphere, give enough students to learn a sense of security, so that students participate in teaching evaluation, self-evaluation, making the process of self-evaluation of students to promote student reflection, motivate students to grow.

3. Multi-dimensional evaluation taking into account both process and result

The development of students is a process, the evaluation should pay attention to both the results and the process, and the promotion of the development of students' core literacy in the discipline of history also requires a gradual process. In the evaluation, it is necessary to pay attention to both the level of students' achievement of core literacy in the discipline of history after a certain stage of learning, as well as the process and performance of the formation of students' literacy, and the evaluation can be done in a way that combines the evaluation of classroom learning and the evaluation of practical activities or a combination of quantitative and qualitative evaluation, focusing not only on the performance of the core literacy acquired by students in the history classroom, but also on the performance of the core literacy acquired by students in the real life The use of acquired literacy to solve real-life problems; not only focus on the accumulation of the amount of core literacy, but also pay attention to the degree of students in the development of core literacy and breakthroughs,multi-faceted, multi-level, multi-angle show students' core literacy development level and degree of history subjects.

4. Evaluation feedback-oriented evaluation regulation

Some scholars suggest that "the most important intention of evaluation is not to prove, but to improve." Evaluation should not be done for the sake of evaluation, but should play a positive role in evaluation regulation, motivation, and reflection for improvement. In the academic evaluation of history, teachers should systematically collect the gap between the existing performance of students' core literacy in history and the target requirements, adjust the teaching strategies for students' specific situations, and communicate with students in time to jointly analyze the results of the evaluation, guide students to improve their learning methods, and motivate students to work toward the goal of improving their own literacy; At the same time, teachers should constantly reflect on their own teaching behavior, find their own teaching strengths and weaknesses, and think about it to explore and improve their teaching effect, so that teachers in self-reflection to obtain professional growth and sustainable development. The design of lesson plans is a useful measure to obtain evaluation feedback, guide students' independent learning, and then regulate students' learning and teachers' teaching. The lesson plans should integrate the elements of problems, scenarios, learning methods and resources, and through effective problem design, interesting scenarios, efficient learning methods and quality resources, students can obtain the direction and resources to regulate and improve their own learning styles.

5. Conclusion

After the new curriculum reform, history teaching is not only to transmit historical knowledge, but more importantly to develop students' historical thinking, because students reach learning thinking today may become living thinking tomorrow, and the disciplinary literacy formed today may become working literacy tomorrow. Therefore, history teaching should enable students to fully develop their core literacy in the discipline of history, prepare them for social life and future careers, promote their sustainable development, lay the foundation for their

lifelong development, and cultivate modern citizens who can adapt to the development and needs of society. Academic evaluation should also respect this value orientation, take the development of students' core literacy in the discipline of history as the main theme, adopt diversified evaluation methods, give full play to the students' subjective position, improve the effectiveness of evaluation, and realize the talent cultivation goal of the discipline of history. Based on this, this paper provides some evaluation suggestions, which need to be improved and perfected in the implementation, hoping to discover more efficient evaluation measures for developing students' core literacy in history discipline in the future practice of academic evaluation.

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The generation and bridging of the "lag" of education informatization in ethnic minority areas

Yanan Feng, Lixiao Liu, Dejibaizhen

School of Education, Tibet University, Tibet 850000, China.

Abstract: Educational informatization is an important content and main symbol of education modernization, and is the only way to realize education modernization. The development of educational informatization in ethnic minority areas is an important measure to solve the difficult problems restricting the development of education in China and promote the reform and innovation of education. However, in the process of the rapid development of education informatization in ethnic minority areas, the shortcomings and deficiencies are also exposed. Investigate its reason, in the process of education informatization development, in the short term completed the institutional construction and reform, but the education informatization system, the main ability and willingness and education informatization of social culture construction action delay, dislocation or lag, the ideal state of education informatization construction, system state and running status between the gap, namely "fall". During the 14th Five-year Plan period, the main task should be the "distance" between bridging system, subject and culture to promote the healthy development of education informatization in the western ethnic areas.

Keywords: Education Informatization; Ethnic Areas; Lag

1. Introduction

In 2012, the Ministry of Education issued the 10-year Development Plan for Education Informatization (2011-2020), which listed "construction of education informatization" as one of the ten major projects. After that, in order to further increase the sense of urgency, sense of mission and responsibility to promote the process of education informatization, so as to promote the transformation and upgrading of education informatization.[1]In April 2018, the Ministry of Education issued the Action Plan of Education Informatization 2.0, which proposed to realize the leap from 1.0 to 2.0 era in China. In 2019, "China's Education Modernization 2035" proposed to "accelerate the reform of education in the information age", and stressed that "informatization is an important content of education modernization, but also the key way to promote the modernization of education". The construction and application of educational informatization can make the underdeveloped areas, especially the border areas, enjoy the opportunity of high-quality educational resources, and inject new vitality into the development of education in the western minority areas. Under the care of the CPC Central Committee and with the help of other provinces, education informatization has made rapid development in just ten years, rapidly making up for the development gap in the field of infrastructure equipment construction. However, we should also realize that the solid foundation is not directly proportional to the superstructure, and the realistic development is still out of touch with the needs of the people. Investigate its reason, in the process of promoting education informatization construction in the western minority regions, education informatization under the external support and policy guide hardware facilities and institutions in a short period of time to complete, but the corresponding supporting system, the main body ability and cultural construction and did not follow the rapid development of the construction of hardware facilities, in a short part of the rapid culture cluster behind other parts of the delay, lag, make the ideal, system status and running status between the change gap, namely "fall". Therefore, it is necessary to review the existing construction achievements of primary and secondary education informatization in western minority areas, further understand the multiple "falling distance" phenomena existing in educational informatization, analyze its representation and causes, and put forward the countermeasures for the development of educational informatization in minority areas.

2. Cultural lag theory and educational informatization

2.1 Cultural lag theory

"Cultural lag" refers to the phenomenon that in the process of social change, part of the cultural cluster lags behind other parts of the

sluggish, which is also called cultural lag or cultural backwardness. American sociologist W.F.Ogburn first used this concept in his book social Change, to refer to the time difference between material culture and non-material adaptive culture in the speed of change. According to the theory of cultural lag, social change is mainly cultural change is a cultural phenomenon. When cultural change occurs, the change speed of its components is fast, which leads to the gap and dislocation of the change of various parts, resulting in a series of social problems. The theory of abortion lag soon attracted the attention of researchers in other fields. Based on the research of "cultural lag", the extension of abortion distance theory has been continuously expanded. Scholars have successively put forward the academic concepts of "cognitive abortion lag [2] "," policy abortion lag "[3]," government function abortion lag "[4], and" institutional abortion lag " [5]. Comprehensive fall from the current theory of discussion in academic research, can national region education informatization "fall" as in the process of education informatization construction, especially in some major changes occur, and the content of the education informatization construction supporting action delay, dislocation or lag, the ideal state, system status and running status of the change gap between three.

2.2 The generation of multiple lag in the process of educational informatization in ethnic minority areas

Education informationization refers to the education in the field of education, education process thorough use of modern education information technology to promote the change and development of education, is a by the government, schools and teachers to promote the development of education modernization integration network, including laws and regulations, systems, institutions, mechanism and rules, ability and technology, environment and culture. Education informatization is an important reform force to promote the modernization of education in China. After decades of development, it has achieved certain results. According to the stage characteristics of China's educational informatization policy, its evolution process can be divided into four stages: initiation, construction and popularization, integrated development and transformation and upgrading[6]. Compared with the development of education informatization, the development of education informatization in western minority areas has its own unique development trajectory. First, the initial stage of responding to the national call; second, the distance education stage; third, the development stage of "three links and two platforms"; and fourth, the digital smart campus stage.

From the perspective of the development of educational informatization in the western ethnic areas, the change of educational informatization presents three main characteristics: one is the rapid development with external support; the second is the single subject of educational informatization; the third is the "top-down" promotion. In 2012, the informationization construction of education with the construction of system and standards as the main line presents the characteristics of the gradual establishment of "top-down". The top-level design is still in the stage of continuous improvement, and the system will inevitably generate the phenomenon of "falling distance" in the process of operation. Specifically, there are some problems such as lagging legal construction of educational informatization, insufficient guarantee of educational informatization infrastructure construction [16], unable implementation of governance concepts, and the distorted implementation of relevant systems. Education informatization task is complex and changeable, the top of the macro design, concept and vision transition and related system, department ability, personnel concept change speed, makes the Tibet education informatization ideal state, system status and operation status balance between, there is a certain gap and fracture, namely the education informatization "fall" phenomenon.

3. Characterization and cause analysis of multiple lag in the process of education informatization in ethnic minority areas

3.1 The subject's "lag"

According to the Marxist view of practice, subjects are the factors with autonomy and initiative in practical activities, and they shoulder a variety of tasks for completing practical activities. It is of great significance to clarify the main function of practical activities in the construction of basic education in western ethnic areas. Under the background of reform and opening up, educational informatization in western ethnic areas has developed rapidly. In the second stage of development, a pattern of "taking the lead of the coordinating department of educational informatization and supporting the coordination of institutions and educational business departments" has been gradually formed. Due to the influence of path dependence and departmental interests and other factors, due to the rapid development of educational informatization, it is difficult for the subject to make scientific and reasonable judgment and transformation of its own functions. In the process of

the development of educational informatization, the subject are prone to absence, offside and dislocation, and it is difficult to standardize the performance of duties.

3.2 The system of "lag"

Educational informationization refers to the process of comprehensively and deeply using modern educational information technology to promote the reform and development of education in all educational links and processes in the field of education. From the connotation of education informatization, we can know that education informatization involves the whole process of education, and almost all education departments and schools will involve the related work of education informatization. Therefore, the relevant system system of education informatization must be standardized and meticulous. If there are three states in the system: ideal state, text state and execution state, the current educational informatization has the "upward falling distance" between the ideal state and the text state, and the "downward falling distance" between the text state and the execution state. The "upward falling distance" is manifested as follows: the transformation of system paradigm is a slow process, and the basic concept and vision of educational informatization in the new period have changed significantly, but there are lag in related system renewal and resource allocation, and there are many problems: first, institutional fracture; second, institutional deficiency; institutional defects and conflict between systems."Downward distance" is mainly reflected in: the system text lags behind practice, on the one hand, the relevant rules and regulations are mostly principled, insufficient operability, and lack of some corresponding intermediate system, implementation norms and standards; on the other hand, currently, the relevant system is not perfect, especially after the adjustment of the organization, the original norms of the need to be revised.

3.3 Cultural "lag"

The comprehensive strength of management, technology and educational informatization and culture determines the efficiency of educational informatization, and the level of ability is actually influenced by the culture. In addition to the system design and government departments, education informatization also covers the shaping of education informatization culture, the consciousness of education modernization and the attitude of education informatization. However, institutional adjustment and institutional setting can be completed in a short time, but it is difficult to achieve rapid changes at the cultural level. As far as the current situation is concerned, the cultural falling distance in the field of educational informatization is mainly manifested as the imbalance between the new concept of educational informatization and the original concept, as well as the imbalance between the lack of consciousness of social education modernization and the demand of educational informatization. The transformation of ideas is a relatively long process. In the current process of educational informatization change, the concept of governance must lag behind the speed of institutional adjustment. Due to the lack of knowledge for effective implementation and the lack of institutional preparation, the culture of education modernization has not yet been formed. Therefore, educational information organizations often need to go through a chaotic period of run-in, in order to gradually reach a consensus on problems and countermeasures, and then form consistent and effective actions.

4. The bridge countermeasures of multiple lag in the process of urban governance modernization

4.1 The main body "lag" bridge

The education management department is not the only subject of the education informatization construction, and the integration of the educational informatization function of the business department does not mean that the business department does not undertake any educational informatization function. Therefore, the bridge of the "falling distance" of the subject of education information should not only improve the ability of the education information management department, but also strengthen the coordination ability of the education information management department and the business department, so as to quickly form a joint force in the face of the task of information reform and development. Specifically, it should promote the development and utilization of new technologies and new equipment of educational informationization, break through the limitations of knowledge and ability of educational informationization, form a new knowledge structure,

attach importance to the role of scientific and technological innovation, and meet the needs of modern education management in the new era. Establish an effective department cooperation working mechanism, organically combine the two processes of "teaching" and "learning" with the integration of data and technology, and improve the efficiency of education informatization. Strengthen the cooperation between the education information management department and the business management department, coordinate the focus of policy attention, strengthen the process management, and improve in the integration. On the other hand, to improve the ability and willingness of education information practitioners. Strengthen the macro management and business guidance function of the government human resources department for educational information talents, strengthen the integration function of the government education information department for educational information talent resources, and strengthen the unified planning, overall coordination and scheduling responsibilities of talents related to educational informatization. Encourage education informatization department of party and government cadres and the school head to orderly demonstration area classes learning, at the same time, strengthen the education informatization related personnel training, improve education informatization work staff consciousness and ability, as a whole and increase the education informatization management staff policy subsidies, improve the will and enthusiasm of relevant personnel.

4.2 Institutional "lag" bridging

New ideas need to have the unity of thought and action [34], only with the new idea of education informatization to promote education modernization to planning, decision-making, execution and so on each link, promote system improvement, bridging system "fall", to better promote the development of education informatization and implementation, really improve education informatization in promoting education fair efficiency. For the development and improvement of the system, on the one hand, it is necessary to bridge the system rupture, system deficiency and system defect; on the other hand, the "downward distance" between the system text and the system implementation. Specifically, to bridge the "upward falling distance" needs to further understand and implement the overall deployment and arrangement of the development of education informatization, further improve the supporting system connection of top-level design, do a good job in legislative planning, and transform the concept and vision of the Party and the state of education informatization into a more perfect system. We will promote the design of the system, check and fill in the existing laws and regulations, revise the outdated system as soon as possible, and improve the system and mechanism, so that the emergency management work has a basis and a system to follow. In order to make the system text gradually perfect, reasonable and feasible, the system text and essence meet the current development of education informatization, and can promote the development of education modernization in a real sense.

4.3 Cultural "lag" bridging

To bridge the cultural "distance" in the process of educational informatization in western ethnic areas, we should not only follow the law of cultural distance, but also grasp the objective formation mechanism of "distance" of educational informatization culture, and put forward corresponding countermeasures on this basis. On the one hand, we should construct scientific administrative values, promote the construction of digital education and information culture, realize the innovation of administrative culture, and bridge the "falling distance" of educational information culture with the innovation of administrative culture. At the same time, strengthen the ability training of education information staff and digital thinking training, the school leaders in an open attitude to absorb advanced educational ideas, educational concepts, and localize advanced educational concepts in practice, so as to further drive the change of front-line teachers' educational concepts and the improvement of teaching methods. Eliminate the "backward" thinking in the administrative culture. On the other hand, under the development pattern of joint construction, joint governance and shared benefits, the market and social forces are encouraged and guided to participate in the development of education informatization at the level of system design and practice. Carry out education informatization culture construction for the whole society, integrate the existing education informatization training resources, actively build all kinds of publicity and education platform, form the government, community, enterprises, school organic combination of education informatization publicity and education system, strengthen the public education development of modern social responsibility consciousness, improve the public understanding, use, maintain big data such as information ability.

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Analysis and Study of Innovative Teaching Models in Table Tennis Education in Higher Education Institutions

Qiao Song

Central University of Finance and Economics, Beijing 054199, China.

Abstract: This paper addresses the existing challenges in table tennis education within Chinese higher education institutions by conducting a comprehensive study on table tennis teaching models. The emphasis is placed on the integration of information technology, the implementation of experiential learning, the application of diversified teaching methods, and the promotion of interdisciplinary integration. The paper introduces innovative solutions with the goal of providing valuable insights for table tennis education in Chinese higher education institutions.

Keywords: Higher Education Institutions; Table Tennis; Teaching Innovation Models; Interdisciplinary Integration

Introduction

In China, the current landscape of table tennis education in higher education institutions displays diverse characteristics while encountering common trends and challenges. Traditionally, the teaching model has predominantly centered on technical training, with teachers frequently adopting a "lecture-demonstration-practice" method that emphasizes the standardization of basic movements and repetitive exercises. Although this approach aids students in mastering fundamental skills, it can lead to monotonous teaching content, lacking in interest and hindering the stimulation of students' learning enthusiasm and autonomy. Amid evolving educational philosophies, an increasing number of higher education institutions are exploring flexible and diverse teaching methods. For example, some institutions are embracing group cooperative learning, encouraging interaction and collaboration among students. This not only enhances technical proficiency but also fosters teamwork and social skills. Concurrently，the integration of information technology opens up new possibilities in table tennis education，incorporating tools such as video analysis and online teaching platforms to enhance interactivity and interest in teaching. Nevertheless, the implementation of these innovative models faces challenges related to resource allocation and teacher training. In summary, the table tennis education model in Chinese higher education institutions is gradually transitioning from a traditional teacher-centered approach to one that emphasizes individual differences and student experiences. However，this transformation necessitates time and further practical exploration.

1. Incorporating Information Technology

In the process of integrating information technology into the table tennis education model in higher education institutions, educators can employ a series of innovative methods. Firstly, high-speed cameras and motion analysis software can be utilized to capture detailed movement aspects of students. These technologies accurately record key parameters such as posture, force, and angles during students' ball strikes, providing teachers with more targeted teaching references. Secondly, educators can establish online teaching platforms where table tennis instructional videos, lesson plans, and interactive courses are uploaded. By enabling students to study independently outside of class，it reinforces the knowledge they have acquired in the classroom. Moreover, these platforms support students in uploading their practice videos, allowing teachers to provide online comments and feedback, achieving personalized and immediate teaching. Virtual reality technology can be utilized to simulate various game environments and opponents，offering a highly interactive experience that allows students to engage in real-life scenarios within a virtual space. This immersive approach greatly strengthens their comprehension of game strategies and technical applications. Simultaneously, teachers can use data analysis tools to conduct in-depth analysis of students' training data, accurately assessing their progress and challenges to formulate more suitable training plans. The integration of these technologies not only enriches teaching methods and content but also makes table tennis education more efficient and modern. Through such innovation, table tennis education in higher education institutions is progressing towards a more technological and intelligent direction.

2. Emphasizing Experiential Learning

The focus on experiential learning is mainly shown through the placement of students in a dynamic and interactive learning environ-

ment. Under this model, teaching goes beyond traditional lectures and demonstrations, creating a more vivid and practice-oriented learning scenario. To achieve this, educators can design a series of practical activities, such as role-playing competitive matches, skill challenge contests, and team-based table tennis competitions. These activities require students to apply and practice their table tennis skills while encouraging them to make quick decisions and strategic adjustments in real or simulated match environments. In this process, students experience the intensity and joy of table tennis matches firsthand, simultaneously learning communication and teamwork through collaboration and competition with teammates. Furthermore，educators can provide assistance to students through self-reflection and peer evaluations，enabling them to critically analyze their approaches and strategies from various viewpoints，leading to a more profound comprehension of the fundamental principles of table tennis. This teaching method encourages active student participation and independent exploration, making the learning process more dynamic and meaningful. Through experiential learning, table tennis education becomes more than just imparting skills; it transforms into a comprehensive sports experience covering aspects such as technique, strategy, psychology, and teamwork.

3. Diversifying Teaching Methods

Innovation in diversified teaching methods lies in the enrichment and diversification of teaching means and strategies. Teachers have the flexibility to employ a range of teaching strategies in order to suit the diverse learning needs and styles of students. Firstly, diversified teaching methods include flipped classrooms, where students learn basic table tennis knowledge and skills through reading materials or watching videos before class. Classroom time is then used for practical exercises and discussion. This method provides more opportunities for practice, encouraging students to actively participate under the guidance of teachers rather than passively receiving knowledge. Secondly, case-based teaching is another crucial aspect of diversified teaching. Teachers can analyze real or fictional table tennis match scenarios, helping students understand the application of match strategies, decision-making, and tactics. Studying practical cases helps students develop their analytical and problem-solving skills. Furthermore，peer teaching is included as one of the various teaching approaches，promoting students' communication and collaboration as they observe，provide feedback，and mutually evaluate each other to enhance their abilities and strategies in table tennis. In conclusion，arranging simulated table tennis matches and competitions can help motivate students to put their acquired knowledge into practice in a simulated match setting，ultimately strengthening their technical skills and decision-making abilities through competitive play. These diversified teaching methods effectively meet the diverse needs of students, making the table tennis education model more flexible.

4. Interdisciplinary Integration

To innovate the table tennis education model in Chinese higher education institutions through interdisciplinary integration, educators need to organically combine knowledge from different disciplines with table tennis education, making education more comprehensive and diverse. Firstly, the integration of psychology with table tennis education can help students better understand and manage match pressure. Teachers can instruct students in anxiety management techniques, attention control, and methods for psychological adjustment to improve their performance in matches. Secondly, the fusion of health education with table tennis education allows teachers to instruct students on nutrition, diet, injury prevention, and knowledge related to physical health to help them maintain good physical fitness. Knowledge from sports science can be used to explain the principles of table tennis techniques and body movements, helping students better understand and apply these techniques. Additionally, sociology can be employed to analyze the social and cultural background of table tennis as a competitive sport, teaching students about sports ethics and principles of fair competition. The integration of these interdisciplinary elements greatly enriches the content of table tennis education, enabling students to view table tennis from different perspectives and making the table tennis education model more comprehensive and profound.

5. Conclusion

The table tennis education model in higher education institutions is currently facing significant opportunities for reform and innovation. Universities should adopt innovative strategies such as integrating information technology, implementing experiential learning, applying diversified teaching methods, and engaging in interdisciplinary integration. These approaches strive to consistently enhance the teaching material，ignite students' curiosity in learning，and improve their overall skills and abilities. The goal is to make table tennis education more

technological, modern, and comprehensive.

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About the author:

Qiao Song is a male lecturer from Zibo，Shandong，of Han Nationality. His research direction for his Master's degree is Physical Education Teaching and Sports Training.

Analysis of the Professional Ethics Construction of Young Teachers in Colleges and Universities in the New Era

Ruiling Shen

School of Economics and Management, Hubei College of Commerce and Trade, Wuhan 430079, China.

Abstract: As professional workers with the responsibility of teaching and educating, college teachers play a crucial role in the development of our society and the education of young people. Under the impact of the new era environment, due to the change of the times has led to a great change in the concept of education, value orientation, some young teachers have appeared to lose the professional ethical norms of behavior, not only to the students' physical and mental health caused by serious harm, but also to make the public to the professional image of college teachers have questioned. In view of the above problems, this paper puts forward some thoughts and suggestions on the construction of professional ethics of young teachers in colleges and universities in the context of the new era.

Keywords: New Era; Higher Education Institutions; Young Teachers; Teacher Moral Construction

Teachers' professional ethics is not only a basic quality that educators must have, but also a basic guarantee to ensure the quality of teaching, constrain teachers' behavior and establish teachers' professional image.With the continuous expansion of college staff,China's higher education in recent years has ushered in the rapid development of the cause of higher education,the podium of colleges and universities also appeared on the figure of many new era of young teachers,for China's educational cause has injected a constant stream of vitality[1].At the same time, due to the impact of the wave of the new era, some young teachers still have many deficiencies in the construction of teacher ethics, which seriously affects the social climate of colleges and universities. Therefore, colleges and universities must pay enough attention to the professional moral construction of young teachers.

In late 2018, the Ministry of Education issued the Ten Guidelines for the Professional Behavior of College Teachers in the New Era, in which teacher morality has become the primary criterion for the evaluation of teaching quality today. It can be seen that the state attaches great importance to the construction of teachers' professional ethics, and in the context of the new era, with the continuous expansion and deepening of the professional direction of college teachers, the importance of the construction of teachers' morality has become more and more important[2] .

1. The main problems of the current professional ethics of young teachers in colleges and universities

1.1 The social environment leads to the weakening of teachers' sense of professional ethics

With the implementation of China's reform and opening-up policy, the quality of life of the population has gradually improved, and minds have been liberated to a large extent. At the same time, college teachers have a lot of opportunities to participate in social activities, under the influence of multiple social environmental factors, especially the values of young teachers have been significantly affected, resulting in a variety of unprofessional and unethical behavior, and some teachers have even published reactionary statements, which seriously affect the ideological and political concepts of students in colleges and universities. In addition, some schools have been pursuing the expansion of school scale, but completely neglected the cultivation of young teachers' professionalism and the construction of professional ethics, letting go of the various misbehaviors of their teachers, and treating the construction of professional ethics as an irrelevant matter.

1.2 The pursuit of utilitarianism leads to the alienation of the educational goals of college teachers

Under the continuous development of China's society and economy, the young teachers in colleges and universities, facing the temptation of money and all kinds of interests, have gradually appeared the phenomenon of utilitarianism prevailing. Some college teachers gradually lose themselves under the temptation of the red wine and green life, pursuing interests and enjoyment, completely ignoring the basic

professional moral cultivation [3].When self-interest and students' interests are in conflict, they will fall into the dilemma of choosing professional ethics and self-interest, and in the long run, the utilitarianism of college teachers may become a serious social problem. For example, some teachers in order to promote the title and academic reputation and advocate the idea of "scientific research first", the weekdays focus on scientific research and light teaching, the class ignored the quality of teaching, the class commanded the students to work for them, the students almost can not learn useful professional knowledge, to become the promotion of the road of the "tool man! The students hardly learn any useful professional knowledge and become "tools" on their way to promotion.

1.3 Insufficient theoretical understanding leads to ambiguous ideological orientation

Self-knowledge is not in place, and theoretical training is lacking. Certain young teachers have a serious lack of understanding of the connotation and ideology of professional ethics, and hold a contemptuous attitude towards the cultivation of professional ethics in teacher ethics education activities; some other young teachers are indifferent to political theory learning, and only pay attention to the learning of business-related work while neglecting the improvement of their own moral cultivation.

Teaching is the most honorable profession, but because teaching is a long cycle of work, the efforts of teachers' work can not be seen immediately, coupled with the fact that the income of some college teachers is not high and unstable, resulting in many young teachers in this long-term repetitive work gradually feel tired or numb[4].Just like the staff on the assembly line, they treat themselves as the porters of the knowledge in the books, filling in the students, and the students can not learn the useful professional knowledge. In this case it is necessary for them to strengthen their own professional ethics, improve their ideological awareness and firm ideal beliefs, in order to make themselves shine in the cause of education and contribute to the cultivation of national talents.

2. Means to strengthen the professional ethics of young teachers in colleges and universities in the new era

2.1 Recognize the importance of teacher moral construction from the ideological point of view

Teachers in colleges and universities are different from teachers in junior high schools and high schools. In higher education, teachers in colleges and universities not only play the role of "social person", but also have the dual roles of "occupation" and" profession". In the context of higher education, teachers in colleges and universities play the role of "social person" and at the same time have the dual roles of "profession" and "professional". Teachers' professional ethics include people's thinking and knowledge about the basic relationships between teachers and society, teachers and schools, and teachers and students, as well as the rules and regulations on teachers' thoughts, qualities and behaviors that are formed on the basis of these relationships. In addition to the general moral rules for their role as" social beings", college teachers need to have basic" professional ethics" and "professional ethics".

College teachers as a" professional" identity, the role played by the role determines the moral construction should be the logical starting point, its responsibilities and roles belong to the interdependent relationship, only a clear identity positioning of college teachers, in order to define the corresponding responsibility of college teachers, and then determine the specific content of the construction of professional ethics of college teachers and the actual connotation.[4]The teacher's professional ethics construction is the specific content and practical connotation.

2.2 Strengthen organizational leadership and build a scientific system

Strengthen the organization and leadership, supervision of teacher moral construction. Teacher ethics construction can not be just a simple slogan, since there are teacher ethics construction goals and tasks, there must be a "leader" and "regulator"[5].Therefore, colleges and universities to establish teachers' professional ethics construction organization, need to be led by the school leadership, to develop the specific implementation of the relevant work, put forward specific programs to carry out the work, and its planning in the overall planning of the school's management, in particular, the professional ethics of young teachers as the focus of the work of the college. At the same time, the organizer of professional ethics must include the school leadership team, clear the responsibility of the leadership team in each school in the

construction of professional ethics, on the one hand, to play an exemplary role, on the other hand, can play a supervisory role on other teachers, only in this way can we achieve the goal of comprehensive construction of teacher morality and ethics.

2.3 Strengthening the concept of teacher ethics and practicing the norms of teacher ethics

Strengthening the concept of teacher ethics and grasping education and training. For young teachers, the way of implementing pre-service theoretical training can emphasize the learning about the cultivation of professional ethics of teachers in higher education institutions, higher education regulations and other contents, to strengthen the young teachers' understanding and thinking about the norms of teacher ethics, and to lay down a certain theoretical foundation for the future teaching practice and application; in addition, the school should have a plan and a goal to carry out post training for the young teachers, so that the individual young teachers can make the actual Teaching work, feel the work as a teacher is not easy as well as the honor of the teaching profession, so as to make them spontaneously comply with the norms of teacher ethics, strengthen the understanding of the construction of teacher ethics, so as to strengthen the self-control and binding force.

2.4 Refinement of teacher ethics requirements and establishment of reward and punishment mechanisms

Teacher moral construction can not just a concept, teacher moral construction process needs to be visible, tangible behavioral regulations, and blindly promote some kind of noble character, empty shouting the slogan of teacher moral construction is meaningless. At present, most colleges and universities have developed relevant norms for the construction of teacher ethics requirements, but there is an obvious problem, that is, how to implement, how to integrate into daily life and work. In this regard, these vague slogans, fuzzy requirements can be transformed into enforceable detailed regulations on the behavioral norms of college teachers, classroom discipline, scientific research, etc. put forward detailed specification requirements, requiring young teachers to regulate their own words and deeds in their daily work and life, and not in line with the norms of teacher ethics of teachers severely criticized and educated, so as to prevent similar phenomena from occurring at the source. In addition, in the teacher training, promotion, reward, etc., can also be added to the theme of teacher moral construction, so that teachers with moral conduct on weekdays to be fully affirmed and encouraged to selfless efforts, so that young teachers in the work of more energy and motivation, more consciously practicing the norms of teacher ethics.

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Author's introduction:

Shen Ruiling (1997-),Female, Henan, Master's degree student, mainly engaged in intelligence and higher education research.

The Ten-Year Development of the National University Metallographic Skills Competition: A Pivotal Contribution to Talent Development and the Promotion of Craftsmanship

Xuezheng Yue, Jiahui Cao, Gao Wu, Jie Zhao

School of Materials and Chemistry, University of Shanghai for Science and Technology, Shanghai 200093, China.

Abstract: The National University Metallographic Skills Competition, a prestigious event in the field of higher education, has made remarkable progress over the past decade. The National College Students Metallurgical Skills Competition was originally a college student competition jointly initiated by Tsinghua University, Beijing University of Science and Technology, Tianjin University, National University of Defense Science and Technology, and other universities [1]. It has been included in one of the competition items in the national general university discipline competition rankings. This competition has not only elevated the standards of practical skills among students but has also played a pivotal role in promoting craftsmanship and cultivating exceptional talent.

Keywords: Metallographic Skills Competition; Practical Skills; Cultivating Exceptional Talent

1. Introduction

Overview of the Competition's Development:The National University Metallographic Skills Competition was first launched a decade ago with the aim of enhancing students' practical skills and theoretical knowledge in the field of metallurgy. Since its inception, the competition has grown exponentially, attracting hundreds of participants from various universities across the country. The competition's increasing popularity highlights its significance in fostering talent and encouraging excellence among students. embodying the spirit of craftsmanship. It serves as a platform that promotes excellence in education, learning, and innovation, integrating competition into the educational system. This paper highlights the pivotal role of the competition in fostering talent development and promoting the core values of craftsmanship. The competition serves as a powerful, encouraging students to excel in their academic pursuits. It challenges them to reach beyond the confines of traditional classroom learning and embark on a journey of personal and professional development. The competition's standards of excellence have had a positive impact on the education system, pushing teachers and institutions to rethink their teaching methods and curriculum content [2-3].

2. The Competition's Significant Contribution to Talent Development

Skills Enhancement and Practical Training

Various competitions are playing an increasingly important role in China's education industry, especially in cultivating and selecting high skilled talents. Taking the metallographic skills competition as an example, it has had a profound impact on the improvement of participants' practical skills and professional training.

Firstly, the competition provides an excellent platform for students to practice their metallographic skills. On this platform, participants need to complete tasks such as preparing and inspecting micro metal specimens. These tasks not only test their theoretical knowledge, but also their hands-on practical abilities. By participating in the competition, students have deepened their understanding of metallographic theory and improved their proficiency in experimental operations through practice.

Secondly, the competition provided participants with valuable practical experience. These experiences not only enrich their knowledge reserves, but also enhance their skill levels. During the competition, students learned how to apply theoretical knowledge to practical operations, exercising their ability to remain calm and solve problems in a tense atmosphere. These experiences have laid the foundation for their future academic and professional pursuits.

Finally, the competition stimulated the students' interest and enthusiasm in metallography. In the process of competition, they discovered their potential and interests, further strengthening their determination to develop in the field of metallography. In addition, the competi-

tion also provided them with opportunities to communicate with peers, broaden their horizons, and accumulate networking resources for their future academic and professional careers.

In summary, the metallographic skills competition is of great significance in enhancing students' practical skills and professional training. By participating in competitions, students not only accumulate valuable practical experience, but also inspire academic and professional enthusiasm. This has played a positive role in promoting the development of metallographic talents in China, and also provided strong support for the research and technological innovation of metal materials in China. In the future, we look forward to more competitions providing a platform for various talents to showcase their talents and contribute to China's science and technology industry.

Fostering Innovation and Critical Thinking

The cultivation of innovation and critical thinking is one of the important goals of education in China. In order to enable more students to possess these two thinking abilities, various competitions have emerged to stimulate their potential and cultivate their exploratory spirit. The characteristic of this type of competition is to emphasize students' autonomy and independent thinking, allowing them to exercise their innovative abilities in practice.

In such a competition, participants need to complete a series of challenging tasks, such as designing and executing experiments, analyzing data, and solving practical problems. These tasks require students to fully utilize their innovative thinking, challenge traditional solutions, and propose novel perspectives. In addition, students also need to possess critical thinking in order to delve deeper into the essence of problems and find reasonable solutions when analyzing them.

The process of competition is a process of exercising innovation and critical thinking. When facing complex problems, students need to use innovative thinking to find possible solutions, and then use critical thinking to evaluate and optimize these solutions. This way of thinking not only helps students achieve good results in competitions, but also enables them to have the ability to independently solve problems in their future life and work.

At the same time, such competitions also focus on cultivating students' teamwork spirit and communication skills. In the process of solving practical problems, students need to explore, analyze, and practice together with team members. This not only improves students' communication skills, but also enables them to learn how to leverage their strengths in a team and achieve common goals.

Developing Collaborative Skills and Leadership

In team competitions, members need to learn how to work together and face challenges together. In this process, they need to learn to share responsibility, not only for their own tasks, but also for the overall performance of the team. In addition, team members also need to understand and complement each other, leveraging their respective strengths to achieve the overall advantage of the team. This atmosphere of complementary advantages and common progress helps to enhance the cohesion and centripetal force of team members.

In team competitions, members also need to learn to set and pursue common goals. In this process, they can cultivate their leadership skills, learn how to play a leadership role in the team, and guide team members to jointly achieve goals. At the same time, they can also cultivate a sense of collective goals, realize the close connection between individuals and teams, and thus pay more attention to the overall interests of the team.

The team collaboration experience and sense of collective goals during the competition process have extremely high value for the personal growth and career development of students. In future learning and work, they can apply these experiences to practice, better adapt to social needs, and realize their own value. In addition, this kind of teamwork ability is also urgently needed in modern society and has strong competitiveness.

Nurturing Professional Ethics and Workmanship

The core value of the competition lies in emphasizing the importance of professional ethics and craftsmanship spirit. Participants not only need to demonstrate high-level skills in technical aspects, but also should uphold noble professional ethics and adhere to moral bottom lines. On this basis, participants should respect each other, cultivate professional spirit and sense of responsibility, and jointly create a fair and just competition environment.

Professional ethics and craftsmanship spirit are indispensable cornerstones in the competition process. They require participants to always maintain a professional spirit, take their work seriously and responsibly, and strive to achieve perfection in details when facing challenges. This spiritual demeanor is not only reflected in personal qualities, but also in teamwork. Participants should take a common goal as their starting point, actively communicate, learn from each other, and work together.

In addition, professional ethics and craftsmanship also emphasize the respect of participants for the competition process. Fair competition is an eternal theme in the arena. Participants not only need to strictly abide by the competition rules, but also follow industry norms, respect competitors, reject unfair means, and defend the fairness of the competition with practical actions.

Result and Discussion

3. The Future of the Competition and Its Impact on Talent Development

Looking ahead, the National University Metallographic Skills Competition holds great potential for continued growth and impact on talent development. As the competition evolves, it should strive to integrate more industry collaborations to align with current industry practices and technological advancements. This integration will provide students with exposure to real-world challenges and opportunities to apply their skills in practical settings.

Furthermore, the competition should aim to foster an international network of participants and collaborators to promote cross-cultural exchanges and share best practices in talent development. By expanding its global reach, the competition can contribute to the development of a more competitive and skilled workforce that is ready to tackle global challenges.

In conclusion, the National University Metallographic Skills Competition has made remarkable progress over the past decade, significantly contributing to the development of exceptional talent in various fields. By promoting innovation, critical thinking, collaboration, professional ethics, and craftsmanship, the competition plays a vital role in nurturing the next generation of leaders and innovators who will drive forward the advancement of knowledge and society.

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Exploring the reform of English teaching based on the concept of core literacy

Jiachun Yang

Qujing Malong Vocational and Technical School, Qujing 655100, China.

Abstract: The current educational curriculum reform has entered the "core quality" era. Compared with the key objectives and implementation requirements of cultivating core English literacy, there are still some gaps in English teaching concepts, teaching models, teaching evaluation and so on. The main manifestations are: the discipline education value is not outstanding, the teaching mode is rigid, the teaching evaluation is single and so on. Therefore, in order to highlight the "quality-oriented" subject teaching, the reform of English teaching should explore ways out from the perspectives of subject education value, curriculum teaching model and teaching evaluation system.

Keywords: Core Literacy; English Subject; Teaching Reform; Reform Suggestion

1. Introduction

Core quality is the main line and soul of the new curriculum standard. From the perspective of the new curriculum standard, both the compilation of curriculum materials and the reform of curriculum teaching regard the core quality of English curriculum as the program. In view of this, to promote English teaching reform, we should not only pay attention to the formation of core literacy, but also implement core literacy in classroom teaching, which is the core direction of English teaching reform under the background of the new curriculum standard and under the guidance of core literacy.

2. The basic connotation of English core literacy

English courses mainly cultivate students' core qualities from the dimensions of learning ability, thinking quality, cultural awareness and language ability. The basic element of core literacy is "language ability", the value orientation of core literacy is reflected in cultural awareness, while the quality of thinking can present the mental characteristics of core literacy, and learning ability is the key development factor of core literacy [1]. The above four aspects are synergistic development and mutual penetration. With their respective functions, they further improve the structure and integrity of English core literacy, which reflects that English core literacy belongs to the organic connection of each component element. If the above four aspects are defined as four categories or four independent core qualities, it is easy to produce separated teaching behaviors in actual training. The reason why it is positioned as the four dimensions of core literacy shows that it exerts its functions from different perspectives and obtains effective training in teaching practice. A deep understanding and accurate grasp of the core quality of English is the prerequisite basis for its real landing in classroom teaching. For English teachers, the purpose of learning and analyzing English core literacy is to form the educational vision and teaching consciousness of "English core literacy", that is, "teaching for core literacy". Similarly, "quality" rather than "knowledge" is the core modern teaching concept of the new curriculum standard.

3. The three difficulties restricting the reform of English teaching

3.1 The lag of teaching concepts

With the continuous development of economic globalization and cultural diversification, modern curriculum has shifted from focusing on disciplinary knowledge to caring for human development, aiming at cultivating "all-round development people" [2]. However, in practical teaching, some teachers still regard learning language knowledge as the only value of the subject, which is embodied in the teaching of knowledge and skills. The reasons for this phenomenon are as follows: firstly, it fails to change the teachers' knowledge based teaching concept from the source; Secondly, teachers fail to recognize the value and essence of English education. Influenced by this, English teaching habits focus on teaching subject content and related knowledge points, ignoring the internal connection between knowledge points to a certain extent, and failing to enligh10 students' spiritual world through rich English cultural connotations. In short, knowledge-based education

is results-oriented education, which leads to the alienation of teaching into mechanical memorization and compulsory training, and greatly reduces the educational value of English subjects.

3.2 The surface of teaching mode

At present, there are still serious surface problems in the teaching mode of English. For example, in the reading teaching module, teachers often require students to read through the text first, understand the main idea, and then read and extract information to explore the details of the text. In this process, teachers only check the pre-set answers to relevant questions, and explore the theme and meaning of the discourse. On the surface, this kind of teaching can help students understand the main idea and content details, but in fact, it is only a superficial processing of text information. Most of the teaching time in class is spent on checking the answers, ignoring the deepening of the meaning of reading texts based on the subject context, which makes it difficult to guide students to deeply perceive the language through the integration of teaching content, thus making it difficult for students to truly understand the cultural value contained in the texts, and naturally unable to clearly explain their personal views through the knowledge they have learned. It is also more difficult to cultivate students' emotional attitudes and values. The fundamental reason for the surfacing of teaching mode lies in teachers' lack of in-depth study and analysis of discourse. In-depth study, meaning grasp and cultural value mining are the prerequisite basis for teaching design and the creation of learning activities. Based on this significance, it is the key to promote the reform of English teaching to strengthen teachers' ability to interpret texts.

3.3 The singleness of teaching evaluation

In the curriculum standards, it is proposed that teaching evaluation should pay attention to formative evaluation and give play to the auxiliary evaluation role of terminal evaluation. However, the current classroom teaching evaluation still regards class performance and teaching result as the ultimate judgment index, and the tendency of evaluation solely based on exam results has not been reversed. In fact, the function of evaluation is reflected in selection, and it does not really pay attention to the learning process, and does not comprehensively consider the performance of students in class, so the effectiveness of formative evaluation is greatly reduced. Different from the final evaluation, it requires students and teachers to participate in the formulation of learning goals, the testing of learning outcomes, and the selection of development goals. While providing teachers with teaching feedback, it helps students determine learning goals and find learning methods, so as to improve teaching quality and enhance learning ability. However, under the far-reaching influence of exam-oriented education, the backturning effect of evaluation in science teaching is still not positive enough, which is embodied in "teach what to test" and "teach how to test". The existence of these problems is not conducive to cultivating students' innovative spirit, creative ability and social responsibility.

4. Suggestions on promoting English teaching reform under the concept of core literacy

4.1 Reconstruct the value system of educating people and implement the quality standard

The main position of education and teaching is in the classroom, and rebuilding the value system of English classroom education under the background of new curriculum standards is the cornerstone of promoting the sustainable development of English education in China [3]. Modern talent education cannot be separated from the support of English subject teaching. In the face of the development of economic globalization, one of the basic requirements for composite talents is to have strong English ability, which also proves the necessity and importance of English education and teaching. The value system of English classroom education should be reconstructed, based on the development dimension of language communication, and based on students' cognitive level, interests, hobbies and life experience, topics related to life, society and workplace should be selected in teaching practice to induce students to communicate in English, so as to exercise students' communicative competence and cultivate their intercultural communicative competence. Based on the analysis from the perspective of core literacy, we should focus on experiential and inquisitive teaching mode, actively attract students to participate in forms such as cooperation and practice, and insist on reflective communication between teachers and students and students in the form of language narration after class, which is conducive to cultivating independent learning ability and forming cross-cultural communication awareness.

4.2 Innovate the traditional teaching mode and realize deep learning

Any knowledge is only the learning process of developing literacy under the premise that it is the practice object and the inquiry object of students. The English teaching reform oriented to cultivating students' core qualities must be reflected in the learning method, leading students to truly participate in the teaching process and guiding them to conduct deep learning dedicated to solving practical problems. On the one hand, the interaction with the learning content is realized, and on the other hand, the combination of guidance and personal experience is achieved. With regard to deep learning, it is proposed to solve problems with the help of language context. Therefore, in order for deep learning to occur naturally, it is necessary to create language situations as real as possible in teaching, and all teaching activities should be unified in the subject context. Through the integration of language, culture and thinking, questions are set to help build structured knowledge, explore the meaning of the topic, and improve emotional attitude. Students are allowed to analyze and infer the logical relationships in them, and students are allowed to creatively explain their personal attitudes and opinions, so as to achieve the cultivation of critical and innovative thinking. Teachers should also attach importance to creating a good teaching atmosphere, aiming at mobilizing the enthusiasm of students, encouraging them to maintain lasting learning willpower, focusing on cultivating the ability of cooperative learning, independent learning and inquiry learning.

4.3 Improving classroom teaching evaluation, emphasizing formative evaluation

Improving teaching evaluation to promote the implementation of core quality is an important link in the current educational curriculum reform. To improve English classroom teaching evaluation, we should pay attention to the following aspects: Firstly, we should have a deep understanding of the functional connotation of formative and terminal evaluation, and ensure that the backwash effect of evaluation is fully brought into play. Use the evaluation results to help teachers control the breadth and depth of teaching, so as to adjust teaching plan and optimize teaching behavior; As an important feedback of learning effect, evaluation helps students adjust their learning strategies and enhance their self-evaluation awareness and ability. Secondly, the evaluation design criteria should be strictly followed. The selection of teaching evaluation methods or the establishment of evaluation systems should be based on the cultivation of English subject core literacy, the compliance with academic quality standards, and the specific content of evaluation. Finally, expand the form of evaluation, enrich the content of evaluation, further explore the methods of evaluating students' learning ability, thinking quality and cultural awareness, and use targeted evaluation methods combined with specific evaluation content.

5. Conclusion

To sum up, the main direction of education and teaching in the new era is to cultivate students' core quality. Under the current situation of English teaching in China, English teachers should form a teaching concept based on core literacy, try to use diverse and novel teaching methods, flexibly use multiple and efficient evaluation functions, and strive to build efficient and vivid teaching classrooms, so as to cultivate modern talents with high English quality for social development under the concept of core literacy.

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Reconstructing Female Identity and Liberation: An Existentialist Feminist Analysis of the Contemporary Film "Sister"

Ge Xiao, Xiuhui Li

Cheongju University, Department of Film and Media Content, Cheongju 360-764, Korea.

Abstract: The contemporary Chinese feminist film "Sister" vividly reflects the current state of women's existence, revealing the plight of "the Other" in a patriarchal society, both within the family and society, promoting the awakening of women in real life. This paper, from the perspective of Simone de Beauvoir's existentialist feminism, proposes an existential feminist analysis of women's existence in a patriarchal society.

Keywords: Patriarchy; Existentialist Feminism; The Other

1. Introduction

"Sister" is a film about family affection, narrating the cross-narrative of "Chinese-style" family ethics and "affection healing." The "Chinese-style" family ethics refer to the emotional conflicts caused by the Chinese family's preference for sons, a deeply ingrained gender bias in Chinese psychology. This preference, intensified by contemporary birth policies, often causes significant psychological trauma to daughters, especially those in the role of an elder sister. In existentialist feminist theory, Beauvoir points out that women are not inherently subordinate, passive, or secondary. In the film, Anran is subject to the surveillance of societal principles and male discrimination within the family, forcing women to completely submit to patriarchy, clearly depicting the difficult situation of the female protagonist in both society and family. The film reflects the inequality between men and women in patriarchal society, the objectification of women by men under social principles, limiting women and hindering their self-transcendence.

2. From Oppression to Liberation: Exploring the Transformation of Women in a Male-Dominated Culture

2.1 The Existential Situation in a Patriarchal Culture

In her familial situation, Anran, as a woman in the family, is forced to play various roles throughout her upbringing - to conform to the one-child policy, she is forced to feign disability; to meet her parents' desire for a son, she is compelled to accept the arrival of her brother and the consequent redistribution of family resources. Anran's educational and career choices are also directly intervened by her family. Her dreams are ignored by her father, her major changed without her consent. After the death of her parents, Anran faces a dilemma under social and familial pressure. She is expected to unconditionally accept and raise her brother, but her personal sacrifices and sufferings are taken for granted.

Under patriarchy, women are seen merely as tools to help men take care of the family and do household chores, but women's sacrifices and needs are ignored by men. These social principles force women to submit to men, causing the women in the film to suffer greatly. Women are oppressed by men in their familial roles. Social norms act like invisible eyes covering women's thoughts and actions. The women in the film suffer not only from familial oppression but also from societal oppression represented by patriarchy. Unlike traditional female images, Anran cannot receive any support, even oppressed by women who do not understand her "Other" identity. In the film, the familial affection that forces Anran to raise her brother is the defender of patriarchy, seeing patriarchy as a code of conduct and principle, forcing women to submit to patriarchy. Anran, in such a patriarchal oppressive situation, finds it difficult to achieve self-transcendence. According to Beauvoir's existentialist feminism, women often suffer from the oppression of social principles in public spaces. Given women's existential predicament, the film "Sister" also describes the societal and economic pressures brought by social principles. Women, wherever they are, are subject to disadvantage and oppression by men. Essentially, women must comply with social principles because they lack social status. Anran suffers

not only from her father and uncle's harm in the family but is also oppressed by relatives, under the supervision of social principles, women are not free. The situation creates a subjective sense of tension and a dilemma of choice in the characters, making it difficult for women in these contradictions to make choices.

In her emotional situation, in Anran's relationship with her boyfriend, although he appears to support her after the death of her parents, he fails to offer real understanding and respect. He is only concerned about how to satisfy himself and please his parents, hoping that Anran would live with his mother after marriage and undertake household labor. Absolute obedience to him and playing the role of a submissive wife. Anran is not even allowed to have a say, there is no discussion, but a dictatorial announcement of his actions. He does not respect women's thoughts, only issues commands. This expectation not only ignores Anran's personal wishes and career plans but also confines her within traditional gender roles. In the film, Anran gives up her dream of going to Beijing with her boyfriend to take the postgraduate entrance exam because of her brother's presence. This plot also shows how women are forced to sacrifice their personal desires to fit into family responsibilities, using social norms to force women to submit to men. In addition to family and social oppression, women also begin to suppress their own thoughts, practicing self-oppression. This unequal gender relationship constitutes the essence of patriarchy.

2.2 The Non-Essential Status of the "Other" Identity

Beauvoir points out that living in extremely unfavorable living conditions, according to male demands, women are forced into the status of "the Other." In the film, women still face many dilemmas in the new era, and Anran's "Other" identity comes from two aspects, one is the oppression of social gender, and the other is the predicament of physiological gender in family ethics. Under the gender oppression of patriarchal society, women are marginalized in power and discourse and will consciously or unconsciously become "the Other." As a girl, Anran did not receive appreciation from her parents and was beaten. Because she did not pretend to be lame, it led to the bankruptcy of her parents' plan to want a boy. The family photo with her parents is all about her brother, her personal wishes are ignored by her parents, just because she is a girl, her wish to go to college is changed, so she only needs to study nursing nearby to earn money to support the family as soon as possible. Anran's emotional pain at home is caused by feudal moral gender concepts. The traditional concept of preferring sons to daughters makes Anran's family memories full of indifference, tension, and unease. It is the arrival of her brother An Ziheng, as a "sister," she is given the mission and responsibility to raise her brother by the family and society. However, Anran hopes to change her fate by taking the postgraduate entrance exam to go to Beijing, but no one pays attention. In the process of human socialization, there is always a change in the subject and object between "Self" and "the Other." When Anran and her brother are both children who have lost their parents, the need to raise her brother is actually based on Anran's abandonment of her personal future ideals. Anran's personal will and life value are once again placed in the position of "the Other," and the oppressed "sister" identity and female identity in the family become the main source of Anran's confusion and perplexity.

The two scenes in the film, Anran's questioning of the pregnant woman's family and the conversation with her aunt, deeply reflect the non-essential status of women in patriarchal society. Anran shouted at the pregnant woman's family: "You are committing murder, is a son so good?" This is the first time Anran speaks not for herself, but for the "Other" who experiences injustice. Anran's aunt, a typical representative of oppressed identity, is the opposite of Anran's active resistance. The aunt, as a "sister," has experienced a disciplined life. She tells Anran that when she was a child, her parents would deliberately avoid her and only give her brother good watermelon to eat. She knows Russian, but her parents asked her to give up the opportunity to do business in Russia and take care of her brother's family. Like Anran, she suffers from family indifference and is forced to give up her career. The tragic color of her personal fate also comes from her acceptance and identification with her discipline. When she understands that Anran does not want to raise her brother, her opposition confirms that she has lost her self-awareness and merged with the patriarchal social discipline consciousness. She accepts the oppression at home and becomes the most loyal slave. On the surface, she is just doing the daily housework of taking care of her brother's family. But fundamentally, oppression is an inevitable result. Women are oppressed in such a system in patriarchal society, and everyone is a gear in a large social machine. It means that women must operate like machines, being constantly manipulated, rather than free. The aunt cannot resist, is completely suppressed and obedient to the family arrangement, and eventually becomes completely "the Other."

When the aunt and Anran open their hearts to talk, self-consciousness begins to awaken, stops the unconscious harm between "the Others" to Anran, and decides to support Anran to be her true self in the patriarchal world, giving way to Anran's transcendence and freedom of choice. As Fraser said: "Men create gods, women worship gods." [1] Although women are deeply controlled and physically inconvenient, it is not for these reasons that women should obey men and cannot create their own value. Therefore, physiological conditions are not the reason. Why women become "the Other" is men's control, turning women into the Other, men think women are naturally "the Other."

2.3 Breaking the Limitations to Pursue Freedom

Beauvoir emphasizes that if women want to be liberated, they must find self-confidence, establish their subject status, and not forget themselves, so as to regain transcendence and truly develop freely and genuinely [2]. In "Sister," Beauvoir's idea - "Be a person first, then a woman." [3] Anran's story is a vivid interpretation of this. Under the oppression of patriarchy, women must understand their situation, re-establish their identity, have the courage to pursue freedom, to break away from the identity of "the Other," and gain independence. According to their own needs to make choices, break the restrictions on themselves, and finally achieve physical freedom, only when they have material freedom, can they do whatever they want, and achieve their goals without any influence.

Anran's life path is determined by herself. Anran's boyfriend's family is very rich and has invited her to move into his house several times. You don't need to argue with relatives for school district housing. Anran's uncle asked her for money and joked that her boyfriend lives in Poly Garden, do you still want my money? As a woman, it seems that she can rely on her boyfriend. But reliance means not free. She refuses to depend on her boyfriend's family, refuses to become a "cash cow" in her uncle's eyes, and insists on her career dream. Her insistence is not only the pursuit of personal dreams but also the resistance to the oppression of patriarchal society.

Anran's brother an Ziheng initially shows a self-centered and domineering attitude, but as he gets along with his sister, his role changes, from a spoiled master to a dependent. The death of their parents brings a choice to Anran and also allows an Ziheng to re-recognize his blood relationship, his worldview is broken and reshaped, and his character gradually becomes considerate.

The end of the film depicts the scene of Anran and her brother happily playing football, providing an open ending for Anran's stay or leave, which is a topic that the public and society must think about. This scene symbolizes Anran's control over her own destiny, she is no longer the "Other" in patriarchal society, but an independent individual capable of making choices according to her own will. Anran has completely owned the independent consciousness of women, able to make her own judgments and choices independently according to her own pursuits. In the true sense, she is no longer oppressed by patriarchal thought, able to think independently, make choices, and take responsibility.

3. Conclusion

The film "Sister" has a certain enlightening significance. Under the perspective of patriarchy today, it not only allows female audiences to review and reflect on their own value but also explores the female group image under the delicate mirror language of female films, studying the reshaping of "women" in the time context, thereby triggering reflections on the self-worth of women. The enlightenment of the film for future female films is that with a new ideology, the female subject structure of patriarchal society should be dissolved, the female image and female consciousness should be reconstructed.

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Creating the cool point: an analysis of the narrative strategy of romance new media vertical screen short dramas

Wenqiang Chen[1] Shuyuan Lin[2]

1.University of Sanya, Sanya 572022, China.
2.Hainan Normal University, Haikou 571158, China.

Abstract: In recent years, the production of new media short dramas has continued to grow, and under the premise of increasing audience for short dramas, more and more shaped text creation, and gradually standardised market regulation, new media short dramas continue to eat into the market share of traditional film and television with textual performance characteristics such as fast-paced, fragmented and sensory-heavy. From the current development situation, new media short drama is not a brand new art form presented in front of the audience, but is a flow-type storytelling product derived from network dramas and online IPs in order to adapt to the sudden change of the new media environment. Based on the perspective of short drama storytelling products of the love category, this paper discusses the textual narrative strategy from the perspective of the selection of the topic, the characters and the structure of the short drama on the vertical screen.

Keywords: Vertical Screen Short Drama; Textual Narrative; Cool Point Making

With the continuous innovation of new media technology, new media short drama, as a kind of art form after the fusion of network drama series and online IP film and television, has eaten up the original market share of film and TV by outputting a large number of short drama products catering to the needs of the audience, the reason for which the outbreak of short dramas is a result of the double strength of the product advantages and the short drama platform. New media short drama in the cost of investment, production cycle and cost recovery compared to traditional film and television has obvious product advantages, which also makes the long video platform and short video platforms both into the game. In the long video platform, Youku, Mango TV, Tencent video, iQiyi and other platforms use their audience, resources and other advantages to enter the production of short drama products, produced by the sugar-free culture of pure love short drama "Yakarta" in the Tencent video after the broadcast of the share of 20 million, Youku on the new "lock love three lifetimes" share of the account has broken ten million, Mango TV and iQiyi's short drama "wind and moon" "prefer to spoil" in the share of the data is also outstanding performance. Mango TV and QiYiYi's short dramas Based on the social attributes of the audience, the production, operation and consumption of short dramas on short video platforms have already formed a mature closed loop, and Jitterbug has produced explosive short dramas such as Twenty Nine and Escape from the British Museum through its creative support strategies such as the New Plan and the Drama Gravity Plan. The British Museum" and other popular short drama products. Fast hand in the "star plan" "drama star plan" and other creative plan support, output of the "Rapunzel on", "a thousand paper cranes", "the hero is a little cold" and other explosive products.

The short drama products on the market are mainly divided into two types: horizontal screen short drama and vertical screen short drama. Horizontal screen short drama is mainly a form of content streamlined according to the network episodes, and the duration of each episode of short drama on Youku platform is about ten minutes. Vertical screen short dramas are mainly short dramas on platforms such as Jittery Voice, Shutterbug and WeChat apps, with a length of about three minutes. Such storytelling products can be broadly classified into romance, costume, drama, urban, comedy, fantasy, suspense and other types. According to the statistics of the 2023 Micro Short Drama Industry Report produced by the Capital Radio and Television Programme Production Industry Association's Net Generation Content Innovation Committee, the production of short dramas with the theme of romance accounted for 31% of the output during the period between October 2022 and August 2023, and it still occupies an absolutely dominant position.

Between 2020 and 2023, behind the continuous growth in the production of short dramas, the increasing number of audiences, the shaping of text creation, and the increasing regulation of the market, it is the result of the combined effect of changes in Internet technology, audience viewing habits, and the widening of the market scope. After the rise of mobile Internet, content dissemination has gradually shifted from PC to mobile terminals such as mobile phones and tablets, and mobile terminals have gradually changed the audience's behavioural

habits of receiving information while facilitating the audience's access to information. Fast-paced, fragmented, sensory-heavy and highly interactive information processing methods call for the emergence of a new form of narrative in order to satisfy the audience's experience of obtaining entertainment on information. In this paper, we will discuss the narrative strategy of vertical screen short drama from the aspects of topic selection, characters and structure under the core of vertical screen short drama created by Sharp Point.

1. Selection of topics to create resonance

The full popularity of mobile terminals has quietly changed the information receiving habits of Chinese Internet users, who use mobile terminals to maximise sensory stimulation in fragmented time. The main marketing battlefield of vertical screen short drama comes from short video platforms, in order to cater to the audience's viewing psychology and viewing habits, the text narrative strategy adopted by vertical screen short drama is to create sensory pleasure on the basis of weakening aesthetics and ignoring the meaning, in order to achieve the ultimate goal of pressure release and payment, so the vertical screen short drama is a storytelling product hostage to the flow, and then a "new" film and television art form. So the vertical screen short drama is first a story product held hostage by traffic, and then a "new" form of film and television art.

Love, costume, drama, urban, comedy, fantasy, suspense short drama works in the current stage of the jittery voice, fast hand and other platforms can be said to be commonplace, these types of works by the influence of new media novels of the nature of the heavy pay, and will be transplanted into the short drama of the selection of network novels logic, and the formation of a set of mature "net article IP +" short drama production mode, it can be said that rooted in the cool point of manufacturing for vertical screen short drama selection has become the usual thinking of the practitioners of the short drama.

In the reading experience of online paid novels, the cool points can be summarised as gender attraction, violent conquest, absolute superiority, creation of belonging, return of order and aesthetic cognition. From gender attraction to aesthetic cognition, the hierarchical relationship of pleasure points increases, and the higher the hierarchy matches different aesthetic needs of the audience. There is no such thing as falling in love" and "Wake Up! My Love" and "Wake Up! My Love" and other short dramas on vertical screen in the love category follow the experience of sense-making in selecting topics. Short dramas in the love category firstly focus on the attraction between the two genders and make use of the romance between the two genders to bring in the characters. Secondly, the main characters use violence and money to create a sense of conquest and psychological advantage for the audience, so as to make up for the unhappiness and disappointment in reality. Again, the main characters' love lines develop through certain difficulties or twists and turns, eventually returning to order and expectation. Finally, the audience is aroused to a higher level of aesthetic perception and is rewarded. This is the crossover effect of different levels of coolness on romantic vertical screen short dramas, and it is worth noting that different levels of coolness need to be targeted to different audience needs, just as different genders, aesthetics, and education levels of the audience need to be set at different levels of coolness to fit their content needs. Overall, vertical screen short drama is a storytelling product based on a short video platform, and different storytelling products need to be matched to audience needs in order to fulfil the real needs of product consumption and reproduction.

2. Polarised characterisation

Characters are the core elements that traditional film and television creators consider when creating texts, and some film creators even regard characterisation as a key element in judging the success or failure of a film text, which also makes the same two-hour-long film text and the new media vertical screen short drama different in the characterisation of the character shaping strategy adopted. In the traditional film and television work I Am Not the God of Medicine, Cheng Yong's character metamorphosis goes through several different stages, and even the screenwriters give a three-dimensional presentation of characters such as Yellow Hair and Lv Beneficiary. In traditional film and television works, the writer hopes that the three-dimensional presentation of the characters will trigger the audience's perception of the theme and realistic thinking.

For the new media vertical screen short drama, vertical screen short drama is a story product after the grafting of "cool culture" of online literature and the integration of online drama, aiming to achieve the audience's emotional and stress relief through the weakening of social values and realistic thinking. This also makes the character setting of new media vertical screen short dramas revolve around the core

principle of creating a sense of coolness. In the main character setting of romantic vertical screen short dramas, "the author creates a 'fantasy' for the main character through plain and straightforward language, builds a 'protagonist aura', and completes a life reversal. The readers, in the process of reading, role-play themselves in order to gain a sense of pleasure and resonance. The 'cool article' ignores the trials and tribulations that need to be experienced to achieve success in the traditional sense, and the effect of the 'cool' reading experience becomes the fundamental starting point and landing point of the net article author's creation, and the protagonist's life of lying down and winning satisfies the reader's 'daydream'. The 'daydream' type of life of the main character satisfies the readers' 'daydream' type of imagination". In the new media vertical screen short drama, the author's strategy of presenting the protagonist is to appropriate the characterisation method of network novels, for example, Xiao Yan in the novel "Dou Broker's Dome" achieves a life reversal by upgrading and fighting monsters step by step from a wasted teenager, and readers are brought into the role of the novel to get a sense of pleasure in the protagonist's course of fighting through thick and thin to make up for the reality of all kinds of disappointment. In the short drama Romance is Full, the audience realises their alternative imagination of the open-ended life through the fantasy experience of Aden's promotion, pay rise and true love.

In the romantic vertical screen short drama, the protagonist relies on life reversal to create a sense of enjoyment for the audience, and the functionality of the supporting role setting is more obvious - through the face, polarisation to amplify the protagonist to create a sense of enjoyment, so that the protagonist's open setting and the functional interpretation of the supporting role to widen the audience's emotional fallout, the audience's emotions are suppressed to a certain critical point and then released, which in turn, the audience in the release of the emotions of the audience to obtain the greatest possible sensory stimulation.

3. Fast-paced one-line narrative

"Micro-drama is usually implanted in the volume of "short, concise and fast", so it puts higher requirements on the pace and frequency of reversal, if the traditional narrative structure is still retained, it will inevitably weaken the expression of the tension of the storyline due to the limit of the duration. Therefore, micro-short dramas cut down the complexity and improve the form, and in the plot line of the story, it is not necessary to stick to the traditional narrative structure of 'beginning-development-climax-ending', but chooses to remove the complex character relationships and cumbersome plot settings". Vertical screen short drama works on the platform of Shake Shine Racer, the time of each episode is controlled at about three minutes, and the creators intentionally go to frequently create cool points and laughs within three minutes, and a whole vertical screen short drama works are controlled at about two hours to complete the storytelling.

In traditional film and television narratives, it takes a certain amount of time to complete the characterisation and plot development, which also allows TV dramas and films to have enough space to develop the corresponding passages and perfect the characters in stages. In the context of information overload and increasing social pressure, the vertical screen short drama product lightens the narrative of short drama according to the audience's viewing psychology and viewing scene - compressing the plot of traditional film and television and requiring the author to complete the task of laying out the cool points, creating laughs, and completing the drama of the tears in each episode, thus matching the audience's fragmented consumption scene. match the audience's fragmented consumption scene. For example, in the short drama "Master Qin's Little Mute", the protagonist needs to experience intensive events such as life and death, falling in love, and getting married in one hour, which also makes the new media vertical screen short drama without delicate scene presentation, three-dimensional characterisation, and edifying thematic cognition, so that the audience of the short drama can enjoy the sensory enjoyment brought by the plot without any burdens.

Meanwhile, in order to ensure the effectiveness of the cool points and the audience's content stickiness, under the premise of fast-paced narrative strategy, the romance vertical screen short dramas structure the whole love story from the characters, goals, dilemmas, encounters, and other story orientations - according to the established story orientations to do a good job of the whole drama's framework, the framework consists of one episode by one episode of the cool points of the intensive plot, Within the framework, the whole short drama is composed of an episode-by-episode plot, bipolar settings of main and secondary characters, frequent plot reversals and suspenseful retention at the end of the episode, and the audience is guided to complete the consumption of the whole drama step by step with the thinking of text creation. As a romance drama with over 100 million plays on the fast-food website, "Spreading the Wild" takes the emotions of the last princess Rongyan

and the young master Lu Tianyou as a clue to link up the elements of gender, violence, belonging, etc., and then manages and even controls the curiosity and anticipation of the audience by controlling the rhythm of the story, reversing the plot, suspense, etc., and immersing the audience in the story as the story unfolds, and then fulfilling the "cool point making" promise to the audience at the end of the story. At the end of the story, it fulfils its promise to the audience of "creating cool points", which makes the audience complete the release of pressure under a series of stimulation, and at the same time, the vertical screen short drama product also completes the fulfilment of its product function.

In today's extremely rapid change of new media technology, information overload has become an indisputable fact, the audience's position is becoming more and more important, and the right to make their own choices is also increasing. When the audience is faced with a huge amount of information, they tend to choose the fastest and most energy-saving way to get enough information and maximise the sensory satisfaction of the experience. Romantic vertical screen dramas appear as "fast food" storytelling products to meet the audience's emotional needs for new media short drama products.

As a storytelling product held hostage by the flow, in addition to the strong selling point of the story itself, the explosive romantic short drama product also needs a large amount of capital intervention to continuously push the flow to cover the corresponding potential user groups in order to complete the consumption purpose. At this stage, more and more companies are entering the market for short drama products, and the market share continues to widen, but the principle of short drama product production is affected by the profit mechanism of short drama products, and it is going into the predicament of providing continuous and strong sensory stimulation to gain profit, which will shorten the life of its products.

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Author:

1.Wenqiang Chen (1994.08—), Male, Han nationality, Danzhou, Hainan, Title: Assistant Professor, Research Direction: Film and Television Narrative

2.Shuyuan Lin (1995.05—), Male, Han nationality, Danzhou, Hainan, Title: Assistant Professor, Research Direction: Media Communication

Funding:

About Wordle's difficulty classification model

Hui Huang

Hangzhou Normal University, Hangzhou 311100, China.

Abstract: Wordle, an easy-to-use, fun-filled game. The game is divided into two modes, normal and hard, where players have to try to guess a five-letter word that actually exists in six or fewer attempts, and after each submission, the player is given feedback through the color of the tiles. We examined the game from different perspectives based on the given data for almost a year.

Keywords: Wordle; ARIMA Model; SIS Model

Introduction

For the first question, we first predicted the data in the table based on a time series model, found a good fit, and went on to accept that the model creates a 95 % confidence prediction interval for the number of results reported in the future on March 1, 2023. We reasonably conjecture that the mechanism inherent in the popularity of this game is analogous to the mechanism of transmission of an infectious disease, and add to this prediction based on this. We then discuss the effect of word attributes on the percentage of reported scores played in hard mode in terms of three dimensions: number of vowels, number of repeated letters, and wordiness, giving a plot of the influence factors, which we believe contribute to some degree.

For the second question, in order to predict future dates regarding the number of successful answers required, we first conducted a multi-factor ANOVA on the overall sample, and the results showed that, to some extent, differences in these three factors lead to differences in the distribution of the number of successful answers required. Further, in predicting the word EERIE, we grouped it in one of the categories according to the presented word classification and used the least squares method to predict the distribution of the number of possible successful answers and give the possible results. In fact, we also pointed out the strengths and weaknesses of this model.

1. Model I: ARIMA model for prediction based on the number of reported result

1.1 Data pre-processing

Observing the original data and doing a pure randomness test on it yields p>0.05, which shows that its original data is a non-stationary time series and is not suitable for further time series model. Since ARIMA requires the time series to meet the requirements of smoothness and non-white noise, the difference and smoothing methods (rolling average and rolling standard deviation) are used to achieve the smoothness operation of the series. In general, the smoothness of the series can be achieved by performing the first-order difference method on the time series. Therefore, the pure randomness test for the original data is performed with one difference using the LBQ method, and the results are smooth. See the chart below.
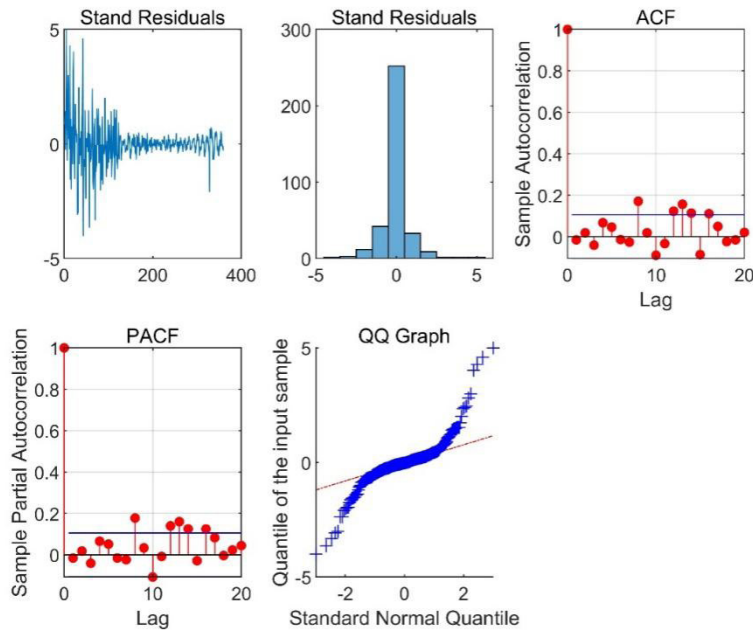
Figure1 : Residual Test

1.2 Construction of ARIMA model for prediction based on the number of reported results

To predict the number of reported results, we use a time series model. The steps are as follows.

The calculation of the general reversible ARIMA model based on the formula shows that it can be written as

$$e_1(\ell) = e_{r+\ell} + \psi_1 e_{r+t-1} + \phi_2 e_{t+-2} + \cdots + \psi_{t-1} e_{r+1}, \ell \geq 1$$

thus

$$E(e_t(\ell)) = 0, \ell \geq 1$$

and

$$\text{Var}(e_t(\ell)) = \sigma_t^2 \sum_{j=0}^{\ell-1} \psi_j^2, \ell \geq 1$$

The non-stationary series is similar to the stationary series, but there are some significant differences. The ARIMA (p,1,q) model can be written as a non-stationary ARMA (p+1,q) model,which is written here as

$$Y_t = \varphi_1 Y_{t-1} + \varphi_2 Y_{r-2} + \varphi_1 Y_{r-3} + \cdots + \varphi_p Y_{t-p} + \varphi_{p+1} Y_{r-p-1}$$
$$+e_t - \theta_1 e_{t-1} - \theta_2 e_{r-2} - \cdots - \theta_q e_{r-q}$$

Step 1 The time series is ordered, mainly using the BIC information criterion aided by ACF and PACF image tests, and the first-order difference of the preprocessed smooth time series is selected to fix the order. To determine the best lag, several models are fitted with different lag choices. The BIC is calculated for each fitted model with rows corresponding to AR degree p and columns corresponding to MA degree q. We give the relevant formulas for the corresponding BIC and ARIMA models.

$$BIC = k\ln(n) - 2\ln(L)$$

Where is the number of model parameters, n is the number of samples, and l is the likelihood function.

$$\left(1 - \sum_{i=1}^{p} \varphi_i L^i\right)(1-L)^d X_t = \left(1 + \sum_{i=1}^{q} \theta_i L^i\right)\varepsilon_t$$

Where l is the lag order, Pis the order of AR model, qis the order of MA model, and D is the difference number.

Step 2 After determining the order, the QQ plots were used to test whether the residuals satisfied the normal distribution; the D-W

test was used to test the autocorrelation of the residuals, and the autocorrelation and partial autocorrelation of the residuals were tested based on the ACF and PACF, with the purpose of testing whether the ideal results do not exceed the position of the blue line in the plots, in other words, whether the test results lie within the 95% confidence interval.

Step 3 The out-of-sample forecasting approach is used, i.e., the Forecast function is used to predict the ARIMA model response or conditional variance, and the confidence level is set to 95% in advance, and the output is predicted backward to the specified order, and based on this, the values are further predicted backward for 100 time points to obtain the prediction intervals and graphs for the reported number of results.

Step 4 A single-step prediction method was used, based on the first 30 data series with a step size of 3. The values of each subsequent point were predicted one by one, and the corresponding graphs were plotted by applying MATLAB to observe the fitting effect of the data.

1.3 Results

For the first question, we consider that at the beginning of Wordle's release, the game's simplicity and fun features led to an initial rise in popularity, which we consider to be consistent with the transmission mechanism of an epidemic, assuming that a person playing Wordle on one occasion would recommend it to the neighboring people, thus inducing the transmission mechanism of an epidemic. After a peak, the prevalence reaches its highest level, and then shows a faster decline, which ushers in a loss of novelty for some people, followed by a decline to a certain level and a leveling off to a certain stability.

Carrying on from the previous question, we finally determined the model of the time series as AMIAR (2, 1, 4) based on the obtained autocorrelation and partial autocorrelation plots. Based on this, we obtained the fit shown below, found a good fit,
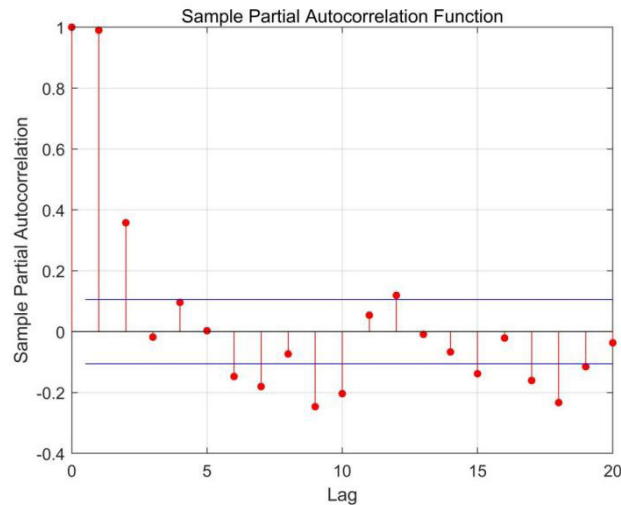
Figure 2: PACF
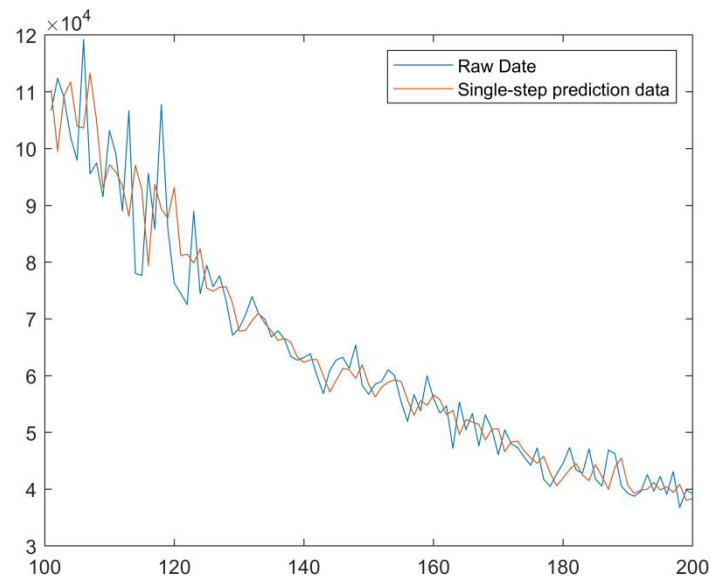
Figure 3: Single-step prediction model results graph

and continued with this method for March 1, 2023. A 95% confidence interval is given. The images are also placed below.

The number of forecast report results for 2023/3/1 is 10,648.3.
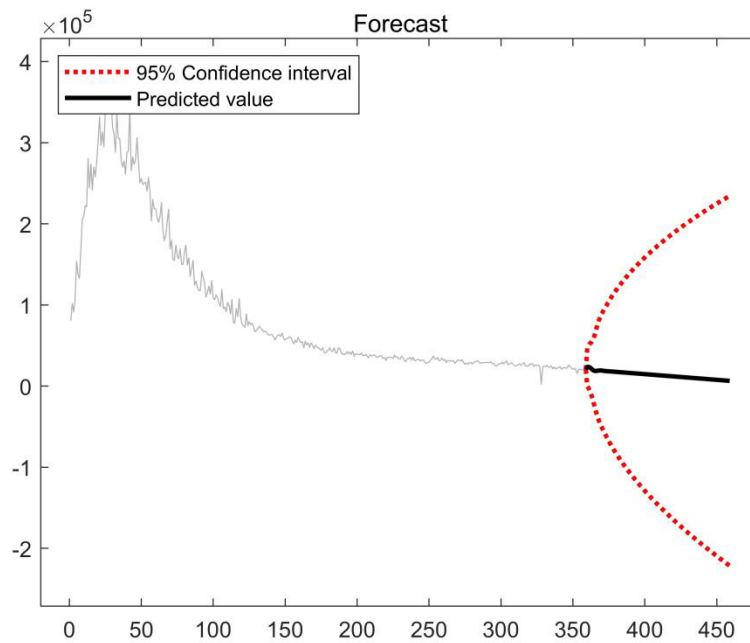
Figure 4: Time series prediction results graph

2. Model II : Word-based attribute factor analysis method

2.1 Construction of analysis model for Word-based attribute

To investigate the percentage effect of different word attributes on the number of reported results in the difficulty mode, we used a factor analysis model The steps are as follows.

Step 1 The possible influencing factors were identified, taking into account the number of vowels, the number of repeated letters and

lexicality, which come from the need for the distribution of vowels and consonants to conform to English grammar, the loss of information to a certain extent caused by repeated letters and the subjective factor of human instinctive guessing brought about by lexicality.

Step 2 Factor analysis was used to analyze the influence degree of the three factors.The number of vowels of all words in the table was counted as 0, 1, and 2 .... The number of repeated letters was counted as 0, 1, and 2 ....

For lexicality, we specified adjectives as 1, nouns The data were preprocessed and the data were analyzed by using the sigmoid. After preprocessing the data, a factor analysis of these parameters was performed using SPSS to consider their effect on the percentage of reported scores played in hard mode.

2.2 Results

As shown in the table below, the number of repetitions of letters has the greatest impact on the target data, and the more repetitions, the greater the relative difficulty; followed by the number of vowels, the difference between the number of vowels in 2 and 3 is not specially significant, but when the number of vowels is 1, the difficulty of the word is low; and again, the lexical nature.

Table 2: Component Matrix

Name	Ingredients
Word Nature	-0.424
Number of repeated letters	0.634
Number of vowels	0.597

Accordingly, we make a reasonable guess: it is natural that the number of repetitions has the greatest influence on the result, because when a word has too many repetitions, this will lead to confusion for the respondent, because the guesser does not know the number of repetitions of the letter, but will choose to try to get an answer other than the one contained in the first guess, which leads to a significant increase in difficulty; on the other hand, the number of vowels should be consistent with the grammar of English, which would mean that the difficulty of the word is low.

On the other hand, the number of vowels should be in accordance with English grammar, which would mean that the number of vowels is high and the possibility of letter arrangement is reduced, thus leading to a decrease in guessing capacity, which may be one of the reasons for the effect of the number of vowels; for lexicality, the effect of lexicality is not so great, but a large part of the guessers will use nouns as the opening of a game.

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Exploration Of Integrating Traditional Chinese Hanfu Culture Into Ideological And Political Education In Universities

Zhao Yunqi

School of Marxism, Xi'an University of Science and Technology, Xi'an 710054, China.

Abstract: Traditional Chinese Hanfu culture, with clothing as the main carrier of "ritual" culture, embodies its unique rich connotation and national characteristics, and has become an important branch of traditional Chinese culture. Currently, the development of traditional Hanfu culture in some Chinese universities still presents a disorganized, low-identity, and unimportant state, which hinders the development process of excellent traditional culture. It is still of great significance to dig deep into the ideological and political elements of traditional Hanfu culture, improve the degree of attention paid to traditional Hanfu culture in universities, improve classroom forms, and give full play to the organizational and leading role of schools in clubs.

Keywords: Hanfu Culture; Ideological and Political Education; Universities

The Chinese traditional Hanfu culture, with its rich connotations of Chinese excellent traditional culture, is embodied in the Hanfu style patterns and matching accessories. More and more people are paying attention to, researching, and inheriting Chinese traditional Hanfu culture. It has become an important educational resource in the field of ideological and political education, which can help students better understand themselves and China, improve their comprehensive quality and ideological character, and promote and inherit Hanfu culture.

1. The value of traditional Chinese Hanfu culture

1.1 The value of Chinese traditional Hanfu culture in the field of excellent traditional culture

Firstly, traditional Chinese culture has great value in the field of excellent traditional culture. Hanfu culture is a cultural symbol that represents the spiritual connotation and aesthetic characteristics of ancient Chinese culture, as well as the profound and unique charm of traditional Chinese culture. In Hanfu culture, the details and patterns of clothing have profound cultural connotations and historical significance. Secondly, Hanfu culture has high social value in modern society. Traditional Hanfu culture is inseparable from China's history, culture, and art, providing important theoretical support for the modern study of ancient culture. At the same time, Hanfu culture is a way for people to pursue beauty. Through the polishing of traditional clothing design and craftsmanship, it reflects the aesthetic taste and artistic pursuit of the Chinese people.

1.2 The value of Chinese traditional Hanfu culture in the field of ideological and political education

Firstly, Hanfu culture can inherit traditional Chinese culture. Different types of Hanfu represent different historical periods and cultural backgrounds, which can help people better understand China's history and culture. Secondly, traditional Hanfu culture can enhance cultural confidence. Hanfu is a unique part of Chinese traditional culture. Popularizing the uniqueness and beauty of Chinese culture in universities can increase students' cultural pride and confidence. The improvement of this cultural confidence is essential for China's cultural consciousness and cultural autonomy. Finally, traditional Hanfu culture can also strengthen people's national consciousness and national spirit. Wearing Hanfu is not only fashionable but also an expression of respect and love for Chinese traditional culture. It allows people to deeply feel China's history and culture, thereby enhancing their love for the motherland and identification with the national spirit, which is beneficial to the great rejuvenation of the Chinese nation.

2. The development dilemma of traditional Chinese Hanfu culture in ideological and political education in universities.

2.1 The traditional Han clothing culture is not deeply integrated into the teaching curriculum of ideological and political education

Most universities organize student interest clubs through the approval of the school student union. Student clubs organize traditional Hanfu-related activities on campus, such as coming-of-age ceremonies, Hanfu fashion shows, and Hanfu dances. Social organizations that hold Hanfu events in universities have a relatively low level of participation. Some universities excessively protect students and emphasize intellectual education, which leads to a decrease in the enthusiasm of school clubs to hold activities.

2.2 The traditional Han clothing culture is not deeply integrated into the teaching curriculum of ideological and political education

In China, there are few universities that offer traditional Hanfu-related cultural courses, lectures, or other forms of classroom instruction. There are also few promotional activities, and the coverage is low. Most students' understanding of Hanfu culture is limited to superficial aspects such as fairy-like, gorgeous, and good-looking. They know very little about the different styles, weaving techniques, development and evolution, and historical connotations of Hanfu. Some even mistake Hanfu for costumes from plays, Japanese kimonos, or Korean traditional clothing. This low level of social awareness has led to negative phenomena such as verbal or physical attacks on Hanfu enthusiasts who wear Hanfu.

2.3 The comprehensive quality of ideological and political education teachers in universities needs to be improved

Many ideological and political teachers in universities have a high level of vertical professionalism but lack knowledge of traditional Hanfu culture horizontally. At the same time, there are no teachers or scholars specializing in traditional Hanfu. Therefore, the development of student clubs lacks the guidance of professional teachers, and the breadth of ideological and political education is insufficient. The development of traditional Hanfu culture in universities depends on the enthusiasm and initiative of students to understand Hanfu culture. The channels for understanding are mostly through online information, self-media promotion, and offline experiential activities. Most of them explain traditional Hanfu culture as a separate category of clothing, and the information on the internet is diverse and lacks management. Combining it with ideological and political education is just empty talk, and the development is slow and unstable. The accuracy of students obtaining effective resources is low, which leads to the slow and unstable integration of traditional Hanfu culture into ideological and political education in universities.

3. The Development Path of Traditional Chinese Hanfu Culture in Ideological and Political Education in Colleges and Universities

3.1 Improve the curriculum settings

Firstly, professors and scholars can be invited to give public lectures on traditional Hanfu culture both online and offline at various universities. Through these lectures, Hanfu culture can be popularized and students' knowledge of Hanfu culture can be expanded. Relevant teaching materials can also be developed for universities, and official books can be consulted to help students better understand and master the knowledge and improve their overall quality. Secondly, elective courses related to traditional Hanfu culture such as film and television appreciation, clothing explanation, and development history can be added to universities' curriculum to enrich students' extracurricular life and deepen their understanding of excellent traditional culture, thereby enhancing their cultural confidence.

3.2 Enrich teaching methods

Firstly, modern media technology can be used to vividly display traditional Hanfu culture to students through informationization means, increasing the interest in teaching. For example, by using the exquisite clothing structure and widely spread film and television works

to attract students' attention, deepen their understanding of traditional Hanfu culture. Secondly, students can be encouraged to wear Hanfu in class, internalizing and externalizing the cultural values and connotations of traditional Hanfu culture through visible and tangible objects. By establishing a profound connection between Hanfu and students, it can not only understand students' current thoughts but also enable them to grasp the cultural spirit hidden in traditional Hanfu culture, enhancing their learning interest and cultural confidence, and helping them establish correct values.

3.3 Improve the overall quality of the teaching staff

The professional quality and educational level of ideological and political teachers in colleges and universities are directly related to the growth and development of college students in traditional Hanfu culture. Only with profound professional knowledge of Hanfu and excellent ideological and political education quality can teachers better fulfill their responsibilities and improve the quality of education. High-quality ideological and political teachers can be introduced, and some cultural ideological and political teachers can be required to study relevant specialties in traditional Hanfu culture to improve their overall quality.

3.4 Enhance cooperation among social organizations

Universities provide students with a wide range of social resources for traditional culture, strengthen cooperation and communication between various university clubs and social organizations, increase the space for displaying traditional Hanfu culture on campus, and bring Hanfu culture to life in universities. Activities such as Hanfu fashion shows, campus Hanfu ambassadors selection, and traditional Hanfu culture speech competitions can be held to enhance students' love for Hanfu, allow them to directly experience traditional Hanfu culture, deepen their understanding and recognition of traditional Hanfu culture through communication and exchange, and increase their interest in learning and thinking about traditional Hanfu culture, thereby gradually realizing the humanistic significance and ideological concepts contained in traditional Hanfu culture.

3.5 Integrating traditional Hanfu culture with ideological and political education resources

In order to further strengthen the integration of traditional Hanfu culture into the ideological and political education of college students, it is necessary to integrate traditional Hanfu culture with ideological and political education resources. By integrating socialist mainstream ideology and culture into the curriculum, book compilation, and analysis and explanation, students can improve their national pride and cultural confidence while mastering traditional Hanfu culture, and also subtly accept ideological and political education, deepen the charm of traditional Hanfu culture and students' cultural perception. We should continuously extend the scope of ideological and political education, broaden the development channels, avoid dogmatic and cramming teaching methods, make good use of the increasing popularity of Hanfu culture among young people in excellent traditional culture, tap into the educational resources contained therein, and invest in diversified, precise, and interesting teaching activities, so as to root ideological and political education in the hearts of students.

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Discussion on dialectical observation of sincerity

Wenlong Liu

Guizhou Qiannan Institute of Science and Technology, Guizhou 550600, China.

Abstract: Honesty is the core concept in the thought of the mean, and has been mentioned in different contexts for many times. In order to understand the meaning of this word more deeply, this paper will discuss from the source of sincerity, the understanding of sincerity in universities and the influence of sincerity on the doctrine of the mean.

Keywords: Sincerity; Morality; Moderation

In "Shuwen Jiezi" said "sincerity", letter also. From words to sound. Honesty is the word most often used in our daily language application. How to see if a person's words and deeds are honest and honest? Is to see if the person's actions are consistent in daily life. That is, the most superficial manifestation of the word "honesty" is to speak honestly. Honesty may be an act of speech, but it is also a state of mind, a state of mind, and a state of nature.

1. The source of sincerity

And "into" is explained as "set also, the aggregation of many elements." From the jingle." [1]The reason why a thing can be done, can be successful, is the aggregation of many elements, is a variety of marriage parties to promote this thing. This convergence of many elements makes him have a full and from the fullness of the state. Then the word "Cheng" is carefully looked at by Ding de sheng, the word "Ding" said in the "Shuowen Jiezi".

"In summer, all things bloom." A state of fullness which is inextricably linked to the fullness of nature's grain. According to the natural process of operation, spring represents the growth and development of all things, summer is full of all things, but in autumn is mature and fruit. Only when the grain is full and full can it carry the connotation of life, and can it represent the hope and growth of the next year. Therefore, we believe that the destination of natural growth is "into", and from "born" to "into" is the operation law of nature. Therefore, although the grain is usually considered to be dried out by autumn, the fruit that is it is heavy and falling, in this sense it is "done". Therefore, we turn the grain into a harvest, which must also have meaning.

About "sincerity" one is respect, respect represents a spirit of solemn. As the Analects of Confucius say, "Go out like a great guest, and make the people like a great sacrifice." And what we call "sincerity" is inseparable from this state of "respect". It is required to have a high degree of rational consciousness, rather than a loose spirit. The second is loyalty. The respect of the ancients largely comes from the sacrificial activities of the ancients, such as respecting the mandate of heaven. And the loyalty here is said in the Analects of Confucius, "you want to establish people, you want to reach and master." That is, a kind of wholehearted care for people, Zhu Xi said in the "Four Books Chapter and Sentence Collection Notes" [2]Doing your best to others is called loyalty. The ancients understood loyalty not only as a relationship between the top and the bottom, but also as a general and responsible relationship between people. This state will also be a state of silence and concentration. Three is one, and one here represents a state of mind that is focused and serious but not discrete. There was not much use of the word "sincerity" in Chinese pre-Qin literature, but different concepts and categories were used to express such a similar mental state. It can be seen that the ancients paid special attention to such a concentrated and introverted but not dispersed mental state.

2. "University" sincerity

A very important step in college text cultivation is "sincerity", the key of which is to be prudent and independent. "The so-called sincere will, do not deceive themselves" [3]According to the description of the sincerity chapter, on the one hand is self-discipline, on the other hand is the state of grasping the internal nature of self. Sincerity here emphasizes not only the state of "sincerity without falsehood," but also the natural unfolding of human nature and reality. Sincerity is a state of self-extension, not a state of self-repression. To stretch oneself means to let one's nature be fully stretched. The first level of sincerity is sincerity without falsehood, which requires sincerity to be a real state. The

second level is sincerity, which is a never-ending eternal dimension. In the direction of sincerity, there is no end, just like the description in the Qiangua of the I Ching, "Heaven is moving, the gentleman is striving for self-improvement" [4]. The third level is that there is a point behind honesty, which can also be said to be sincere, sincerity is not the need for you to model something, but to do your points. In the book "College" this "division" refers to different relationships, different roles have their own points. The fourth level is sincere sense, this sincerity can move others. It can be constantly carried out external conduction and influence, and it can be said that it can be engraved in the hearts of others so that others will not forget.

3. Honesty in The Mean

The emphasis on sincerity in "University" has an important impact on "sincerity" in "The Mean of the Mean". But in "The mean" is not only the absorption and inheritance of the "University" book, but also has its own breakthrough. In the book "The mean" the first time to talk about "sincerity" said that "sincerity, the way of heaven also. Sincerity is the way of people." Here "sincerity" is not only self-cultivation, but also rises to the relationship between sex and destiny. It is the foundation of heaven and earth and the foundation of humanity. Or it can be said that it is the unity of cosmological ontology and mind-nature theory. About how "sincerity" is manifested as the way of heaven, there are mainly observations on the operation law of the whole world of nature.

Chapter 21 says, "Sincerity is the way of heaven." Sincerity, the way of people. Honesty, do not mian and do not think: calm in the way, the sage also "here first described sincerity as a realm and the realm of heaven is equivalent. In the book "The mean", there is such a description of "honesty", "without encouragement and in the middle, without thinking, calmly in the middle", here you can see "honesty" as a highest behavior state. Therefore, "honesty" is without reflection, and it can be done naturally without reflection. And "sincerity", that is, it has not yet reached such a state, and it needs the process of "selecting the good and being stubborn". As for how to be honest, the doctrine of the mean mentions five criteria - knowledge, interrogation, deliberation, discernment, and practice. So "honesty" includes the choice of good and stubbornness. And these two points precisely embody the human nature is both rational, judgmental existence, and at the same time we are determined to choose the process. In man's consciousness and persistence and dialectics, we point to the sincerity of existence, to the full realization of man's nature. Taking Duxing as the conclusion of "sincerity", it can be seen that "sincerity" is characterized by not giving up.

About "sincerity", "sincerity" emphasizes the realization of our nature, a natural process, is innate. And "Ming" belongs to the acquired knowledge, is a kind of self-consciousness, is acquired. What about being a gentleman? He is a combination of nature and nurture. What we are taught in the University is the order of acquired practice, that is, what we understand as "self-work to see the noumenon." He tells us the truth of self-cultivation practice, and in this process we can slowly understand the nature of life and understand the way of heaven. The Doctrine of the Mean starts from the nature of heaven and humanity. Talking about the fundamental reason why people are human, talking about a universal way of heaven, and finally put into practice what people should do. It can be said that according to the Doctrine of the Mean, all the realization of our acquired morality and all the enlightenment are actually a conscious realization of the innate essence. Therefore, the feature of "The Mean" is "from the body to work". When talking about the "honest" relationship, we can first truly feel our own nature, and move from such a real cognition to self-consciousness. From nature to nurture, this is from "honest" to "bright", based on sex. The other is to know oneself first, and then realize one's own nature. By the acquired rational consciousness to promote the full realization of human nature, from "bright" to "honest", this is called teaching. In the Confucian thought, these two paths are different, but there is a perfect harmony between them. So when it comes to "honesty means clarity, and clarity means honesty." Zheng Xuan annotated this saying as "If there is great sincerity, there will be bright morality, and if there is good morality, there will be great sincerity." [5]Zhu Xi also commented that "honesty is not unknown, Ming can be as sincere." This shows that the two can be fully unified.

4. Conclusion

"Sincerity" is the key category governing the way of heaven and humanity, and is the realization of a nature born from birth. Whether it is "the mean" or "Zhouyi" under the phrase "the great virtue of heaven and earth is born", it shows that a fundamental law of heaven and earth is to live forever. It is the process by which all existence, in accordance with its own nature, is continuously realized and gradually becomes complete. This phenomenon is expressed in a sentence in the Doctrine of the Mean, that is, "the kite flies to the sky, the fish leaps

into the deep", and they can each do their best, each according to their own nature to constantly make themselves into the face that they should have. This is the kind of full image expressed by "honesty". And this consciousness of the way of heaven is what we call "sincerity". Therefore, it can be said that "The Mean of the Mean" runs through the way of heaven and humanity, nature and humanity, nature and nurture through "sincerity" and "sincerity". At the same time, this kind of penetration itself also reflects the method of "holding its two ends and using it" contained in the mean.

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Group Patterns, Differential Patterns, and Home-State Connections--Family-State Relationships from the Principles of the Philosophy of Law and One Book and One Body

Mengdie Fan

China Jiliang University, Hangzhou 310018, China.

Abstract: The group pattern and differential pattern as describing the Chinese and Western societies not only reflect the differences in the social structure of China and the West, but also show the differences in the Chinese and Western home-state associations to a certain extent. Based on Hegel's Principles of the Philosophy of Law and Zhou Feizhou's One Book and One Body, this paper tries to find out where the differences between Chinese and German family-state associations lie. Based on the two discussions, the author believes that the differences between the two home-state associations lie in the different importance of the home, the different intermediate links in the transition from home to state, and the different political ethics. With the development of modern society, the community is in the process of continuous downgrading, while the Chinese family-state unity still has a certain vitality and vigor also shows that the Chinese and Western communities do not need to be destined. The social structure of modern Germany shows an obvious group pattern, and under the group pattern, the family-state connection in Germany lacks the intermediate link of transition from family to civil society. This is where the difference between the two countries lies.

Keywords: Group Patterns; Differential Patterns; Family-State Connections

1. Group and differential order patterns

Fei Xiaotong mentions the difference between Chinese and Western social patterns in Native China, Fei Xiaotong believes that the West is a group pattern and Chinese society is a differential pattern. In the group pattern, people are individualistic, and compared to the group, morality is universal and has clear rights and obligations. In the group system, people's sphere of activity is in the civil society. In civil society, there is a clear distinction between public and private, and the relationship between people is equal, and those who enter the civil society are "free". Under the group pattern, individuals pursue freedom, equality and rationality. The social structure of modern Germany is clearly characterized by the group pattern. Under the influence of capitalism and a series of cultural movements, modern Germany was economically developed by capitalism and culturally influenced by the Enlightenment. Politically, the single-minded pursuit of German unity became the main theme of that era. And the family became an important driving force for the realization of national unity. In particular, Herder's and Hegel's Principles of the Philosophy of Law were born in this era. In particular, the ethical part of the Principles of the Philosophy of Law deserves to be deeply studied for its treatment of the family, civil society, and the state, which implies the connection between the family and the state.

The pattern of differential order in Fei Xiaotong's writing describes the social structure of China, under which Chinese people are characterized by egoism, Chinese moral standards are considered to have no universality, and Chinese relationships are considered to be about climbing relationships and making friendships for personal gain. However, Zhou Feizhou's "One Book and One Body" gives new explanatory power to the differential order pattern. Through the social structure of Chinese vertical family and the social consciousness of Chinese people based on parents, Zhou Feizhou shows that China is not an individual-oriented society, but a family-oriented or individual-oriented society. This is different from the Western individual-based society. Under the influence of the family-based society, Chinese people do not only act self-centered, but also family-centered and extended family-centered; in terms of morality, Zhou also believes that the Chinese people have their own set of ethical standards called "ethics", which are: "Father and son, kinship, friendship between ruler and subject, husband and wife," and "ethics. In terms of morality, Zhou Feizhou also believes that the Chinese have their own set of ethical standards called "Ethics", namely: "Father and son, friendship between ruler and ministers, separation between husband and wife, order among elders, and trust

among friends", and not only this, but also formed the ethic of "benevolence and righteousness" centered on "filial piety" and extended to the society. In terms of morality, China does not lack a universal standard, but it is different from Western morality, especially Hegel's morality. Taking the family as the core, and the father-son relationship within the family as the core, filial piety is used to realize "family unity", and filial piety is extended to the social sphere, making filial piety the core of social ethics, and making filial piety the core of social ethics. "Filial piety was also extended to the social sphere, making it a public virtue, so as to realize the "cultivation of Qi and governance of Ping" from the family, the clan to the state. China, characterized by a pattern of differential order, contains a unique ethical logic of family-state connection.

2. The Family-State Connection in the Group Pattern - An Understanding Based on the Principles of the Philosophy of Law

The Western group pattern focuses on the pursuit of individual rights and freedoms. Hegel believed that human freedom had reality only in the ethical world. Each individual's sense of self is built into the family, society, and state and has its own purpose. The special will of the individual is founded on the ethical entities of the family, society, and the state, and aims at the ethical entities themselves, and free will achieves the unity of objectivity and subjectivity in the ethical world. Objectivity is expressed in living in an ethical entity, which does not depend on the will of the individual, and subjectivity is expressed in aiming at the ethical entity, in the unity of self-interest and self-determination, and in the unity of the special and universal wills. Only in the ethical entity can freedom become something real. Ethics is thus the conception of the kind of freedom that becomes real in the world and in the nature of self-consciousness. In the ethical entity, the particular will of the individual becomes fixed in the universal will. The universal will contains the particular will, and the particular will contains the universal will. The special will and the universal agreement reach unity and become ideas.

At the same time, Hegel believes that these new features of subjectivity, reflection, and mediation presented by the modern state require that the modern state be established on the basis of freedom of individuality, which is the principle of the moral value of the modern state; and on the other hand, there must be a concrete freedom of reality beyond the subjective freedom of the individual, i.e., ethical freedom. This Hegelian conception corresponds to the very social situation and social culture of the group pattern. On this basis, reason, or the common will, is considered by Hegel to be the central feature of the modern state. Hegel believed that the foundation of the state must be the protection of subjective freedom, on the basis of which the individual has to achieve a more concrete self-realization of his own objective freedom, i.e., the pursuit of the value of the concrete reality of the good, in the modern state. Thus, the modern state would have to take on a greater ethical character. [1]

In Hegel's view, ethics forms the basis of politics, but it is not the individual who enters the political sphere, but only "communities of all kinds" that exist in the form of groups, first and foremost the family. The family is the "immediate or natural ethical spirit" in which, with ethical love, "one can realize himself in the consciousness of the other" and the members of the family are not separate individuals, but are in the same community. In the family, the homogenization of personality is the ethical spirit and is fixed in the form of family rites. But the state is not founded directly on the family, but has to pass through the intermediate stage of civil society. But Hegel also saw the duality of civil society and saw the need for the unification of the family and civil society through a higher ethical state.[2].

3. Chection in the Pattern of Differential Order - Based on the Understanding of One Book and Oina's Family-State Connne Piece

In Hegel's concept, it is emphasized that the home and the state are closely related, and the home is used as a blueprint for the realization of a constitutional monarchy with an obvious concept of hierarchy. Although the differential order pattern is also characterized by a clear hierarchical order, there is a difference between the two. The Chinese family-state connection is more of a natural one, expanding from the home to the family, and from the family to the state. In the pattern of differential order, "family" is the core, "ethics of action" is the starting point, and "self-compassion" and "comparing one's heart to another's" are the key elements of family-state association. The "family" is the core, the "ethics of action" is the starting point, and the mechanisms of family and state are formed with "filial piety" and "respect" as the core ritual norms and etiquette. In the author's opinion, two aspects are indispensable to the association of family and state in China, one of

which is "human ethics", that is, relationship, and the other is "ethics", which is the ethical action in the relationship corresponding to the family with "filial piety" as the core. The other is "ethics," which is the gradual expansion of the ethic of action centered on filial piety, the counterpart of the family, in the context of relationships, and the process of pushing out the pattern of difference in order. In this ethic of action, the unity of the family and the state is realized through the association of the two dimensions of "respect" and "kinship".

In terms of the process of political ethicalization, the Western Zhou state and society were isomorphic. In terms of the state system, the feudal system was practiced; in terms of the social system, the patriarchal system was practiced. The isomorphism of the family and the state determined that the political relationship was essentially established by blood relationship, which was traditionally expressed by Confucianism in the form of "ruler-father-subject-son". As a result, filial piety and loyalty were united in the field of social consciousness, which became the conceptual form of "family and state together". More importantly, through the realization of the ethics of action under the pattern of differential order and a set of ritual norms to realize the order of "filial piety" and "respect" as the core, so that "filial piety" in the basis of public morality, with the political ethics of "filial piety" and "respect", and the political ethics of "filial piety" and "respect", and the political ethics of "filial piety" and the political ethics of "respect". In particular, as the institutionalization of political ethics, "filial piety" and "respect" are the most important elements of political ethics. In particular, "rites" as the institutionalization of political ethics were fundamental to the unity of the family and the state, and "rites" were revered in order to maintain the order of rule under the unity of the family and the state. [3]

Confucianism has been the dominant culture in China for two millennia, and the change of dynasties has been influenced by the degree of development of authoritarianism, but what remains unchanged is always the ideology and culture and the core of a set of rites applicable to the rule, which in turn can be expressed in the "family" as the core of the one family and one state, and "filial piety" as the ethical extension to the outside. This core can be manifested as a pattern of differential order under one book and one body, with "family" as the core and "filial piety" as the ethic expanding outward. In other words, the Chinese people, based on the ethic of action, extend outward, sacrificing family for the sake of the state, sacrificing family for the sake of the family, sacrificing self for the sake of the family, and never sacrificing family for the sake of self because the Chinese society is family oriented. Not only that, under the influence of the ancient Chinese ceremonial norms and Confucianism, it can also be said to be one-person-oriented. This oneness is, at the family level, the oneness of father, son and husband, and in the process of internalization, it can become the oneness of the family and the country. Even Hegel said that "the Chinese see themselves as belonging to their family, while at the same time being sons and daughters of the state." [4]

4. Comparison of Differences in Chinese and German Family-State Linkages

Hegel gave the family community an important place in the state system as a foundational ethic. In the concrete social picture, there is also an attempt to construct an enlarged family with an extended patriarch and a set of political ethics within a distinct hierarchy. This is characterized by a hierarchical order. In traditional Chinese society, the family, as the core, is required to realize the «cultivation of one's moral character and the alignment of the family with the state and the peace of the world». Confucianism emphasizes the importance of the «one book» while emphasizing the importance of the «love of difference», which shows that the family is the center and foundation of the community. Zhou Feizhou gives a new connotation to the pattern of difference in «One Book and One Body»: the pattern of difference in China is based on the foundation of one body rather than individuality, and accordingly, it will not be self-centered, and because the process of action is to push oneself and others outward, the pattern of difference should not emphasize only the private in China. In fact, public and private are relative, and the important thing is not «self» but the process of «pushing». In his article «Ethics of Action and Relational Society», he also points out that, first of all, ethics of action is family-oriented. From this, we can see that the family is the starting point and the core of the family-state relationship in both China and Germany. However, there are some differences. From the ethical point of view, both Germany, which is characterized by the group pattern, and China, which is characterized by the differential pattern, pay attention to the important role of the family in the state. Hegel's idea of establishing a bigger «family» which originated from patriarchy and is higher than patriarchy to realize his political ethics, although he saw the importance of family love for the state, he was influenced by the individual orientation and the sense of freedom and still emphasized the rights of the individual, which is very different from the «family orientation» of China's differential order pattern. This is very different from the «family orientation» of China's differential order pattern.

4.1 The different status of the home in the two

Under the differential system, the public and private aspects of the family are relative, while under the group system, the family is in the private sphere. In his book Principles of the Philosophy of Law, Hegel uses the family as the beginning of the ethical section to show that there is love within the home, and that man constitutes a unity within the home together with others. At the same time he denies contractual relations within the family, arguing that they are stipulations of things. However, Hegel does not specifically address what the relations of affection inside the home should be like, or what acting in the home should be like. Although Hegel amplifies the community of love or ethical function of the home to the state, in the process using trade unions and the police as a means of transition. From this, it can be seen that Hegel, who in his spiritual culture describes very little of the ethics within the home or even the political ethics that rise to the state, takes a different path from China. In particular, in his description of Confucius, we can see his attitude towards the treatment of Chinese moral practice. In Hegel's view, for China, the family has an important role to play, and he believes that China is a country that relies entirely on morality, and that these so-called morals are nothing but common sense, «This common sense morality we find wherever we look for it, and among whichever people we look for it, and probably better norms that are found everywhere in other countries. « [5] In their view, morality is the self-legislation of the purely subjective will of the individual, and the morality of the ancients was not strictly speaking morality; in Hegel's view these were merely customary regulations, lacking the subjective free basis of morality and the non-empirical form of reason. In this way, it can be seen that there was actually little moral practice in the German family-state connection. In China, on the other hand, the practice of family-state association not only embodies a set of patriarchal system, but also relies on a set of ritual system centered on filial piety and respect and moral practice on the concept of the unity of heaven and man. In other words, Hegel was viewing the state as an ethical community of freedom rather than the Chinese family-like community of nature. [6]

4.2 Different transitions from home to country

The transition from home to state in Germany is not a pure community of love or based on the natural association of blood, but an ethical entity of civil society;In this respect, it differs from China, where children still have a duty of support to their parents, and where the individual's entry into society does not represent the dissolution of the family or the severance of the relationship with the parents. In Hegel's view, a child who leaves his parents is no longer connected to the family but enters civil society. «The ethical disintegration of the family consists in the fact that the child, through upbringing, becomes a free personality, is recognized as an adult, has his own property and forms his own family. The genesis of civil society is the disintegration of the family.» And what is civil society? On the one hand, civil society is the dissolution of the «direct unity» of the family by the «private person», and on the other hand, it plays the role of a sort of «universal family». On the other hand, it plays the role of a sort of «universal family.» [7] Civil society is a world in which the «principle of individuality» predominates, ignoring others but, by means of the «invisible hand,» satisfying itself as well as others. Hegel believed that in this society, the police were needed to take on the role of parents to control the family of civil society. In this context, Hegel regarded the «guilds», which were formed by laborers with different skills, as the «second family». In fact, Hegel wanted to dissolve the harmful side of «civil society» through these two, and used the «police» and the «trade association» to bring the ethical principles of the «family» to the forefront. He also utilized the «police» and the «trade association» to introduce the «family»-style ethical principle into the civil society and to give an ethical guidance to the utilitarian principle of the «civil society». [8]On the one hand, the core of the unity of the family and the state unfolds as an ethic of action, and the state is then considered to be an expansion of the family. On the other hand, institutionally, the Son of Heaven was seen as the son of the world, and the world was subject to the Son of Heaven, and the family-like ethical politics herein could not be separated from one more key thing: the moral concept and moral practice of the unity of heaven and man. For man to deal with the relationship between humanity and heaven, on the one hand, it requires the need to take one's parents as the basis and filial piety as the core, on the other hand, as the son of heaven enjoys supreme honor and glory at the same time, he is also subjected to the constraints of heaven, which restrain his behavior, so that «the son of heaven is subjected to heaven, and the whole world is subjected to the order of the son of heaven.» [9] This not only establishes the position of the Son of Heaven, but also gives sufficient reason for the whole world to be honored by the Son of Heaven, a reason which, in addition to the unity of the ways of Heaven and the ways of man, embraces the larger idea of the family. The entire people of the

world were seen as the subjects of the Son of Heaven. From another perspective, the Son of Heaven was subject to the order of Heaven, and the behavior of the Son of Heaven was also subject to the constraints of Heaven in order to prevent tyranny.[10]

4.3 Ethicality comes from different sources

Ethically, Hegel emphasized the political ethics of family-state connection based on human freedom and rationality, which is in fact the "individual-orientation" under the group pattern, emphasizing the individual; while in China, the ethics of family-state connection focuses on restraint, relationship, and pushing oneself to others, which emphasizes to a certain extent the "unspoken I", that is, the "one-orientation" in the pattern of differential order. In China, the ethic of family-state connection emphasizes restraint, relationship, self-promotion, and to a certain extent emphasizes the "indeterminate I", that is, the "one-person orientation" in the pattern of differential order.[11] This difference comes from the difference in concepts, which is inseparable from its cultural heritage and social formations. In Hegel's view, the ethical nature of the modern state is the external world created by the subjective spirit and human subjectivity, so the state is built on self-consciousness, and the modern state and its constitutional system should be built on the reflection of subjective freedom and subjectivity. The modern state, through various systems and institutions, is a means for people to realize their own special purposes and interests, while at the same time attributing themselves to a larger ethical universality. (Zhan Shiyou,Fang Zhimei 2022) As Charles Taylor once said, "The state is the community in which the full content of the rational will is manifested in public life, and in which the fully realized state reconciles the fully unfolded individual subjectivity and universality. The state is concrete freedom." [10] In terms of system, Hegel's constitutional monarchy absorbed the idea of order in the family, in which the monarch is the head of the family, and "the historical origin of the monarchical state system is patriarchy, only in a higher form than that. Hegel's expansion from the family to the state relies externally on the institutional design of the constitutional system, and internally on the principle of hierarchy with differential love in the family. Therefore, Hegel says that the first foundation of the state is the family and the second foundation is hierarchy (Hegel, 1961:212). It is clear from this system that Hegel wanted to expand to the state with the help of the ethics of the family. [11]

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Research on the integration of teaching and training practice path of aerobics in colleges and universities

Shuqing Dong

TaiShan University, Tai'an 271000, China.

Abstract: This paper provides an in-depth discussion of the practical path of integrating teaching and training in aerobics in colleges and universities, firstly identifying and analysing the main problems faced in the current teaching of aerobics in colleges and universities, including the uneven allocation of teaching resources and insufficient facilities, the lagging behind of teachers' strengths and teaching methodologies, as well as the lack of students' participation and motivation. Through in-depth analyses of these problems, this paper reveals their potential impact on teaching effectiveness and student experience. In response to these issues, this paper proposes a series of innovative strategies to optimise the teaching and learning environment and enhance teaching and learning outcomes. These strategies include strengthening the allocation of resources and the construction of facilities to ensure the smooth running of teaching and learning activities; upgrading the strength of teachers and refreshing teaching methods to improve the quality of teaching and adapt to modern teaching needs; and stimulating student participation and enhancing motivation to enhance students' motivation and self-development ability. Through the implementation of these strategies, colleges and universities can better cope with the challenges in aerobics teaching and improve the implementation effect of teaching and training integration.

Keywords: Colleges And Universities; Aerobics Teaching; Teaching and Training Integration; Teaching Strategies

Introduction

In today's rapidly developing educational field, the innovation and development of physical education teaching in colleges and universities is particularly important. Especially in the specific field of aerobics, how to achieve the integration of teaching and training is not only the key to improve the quality of teaching, but also an important way to promote the overall development of students' body and mind. With the popularity of fitness culture and the diversification of students' needs, the teaching of aerobics in colleges and universities is facing unprecedented challenges and opportunities. The purpose of this paper is to discuss in depth the practical path of the integration of teaching and training of aerobics in colleges and universities, analyse the main problems it faces, and put forward targeted strategies and solutions.

1. Overview of Aerobics Teaching and Training Integration in Colleges and Universities

The integration of teaching and training in aerobics is a modern educational model that aims to closely integrate the theoretical teaching of aerobics with practical training to form a coherent and complementary teaching system. This model deeply understands that quality education is not only the transfer of knowledge, but also the cultivation of abilities, thinking and values. Therefore, it is committed to achieving systematic teaching content, interactive teaching methods and comprehensive student abilities through a well-designed curriculum, advanced teaching methods and diversified learning activities.

In the design of teaching content, the integration of college aerobics teaching and training emphasises the organic combination of theoretical knowledge and practical skills. It ensures that students can master the basic knowledge and skills of aerobics and at the same time gain a deeper understanding of the cultural connotation and health value of aerobics through a carefully arranged curriculum. In terms of teaching methods, this model advocates innovation and diversification, using modern educational technology and teaching methods, such as multimedia teaching, simulation training, etc., to enhance the interactivity and practicability of teaching, and to stimulate the students' interest in learning and sense of participation. In addition, the integration of college aerobics teaching and training pays special attention to the construction of the teaching team and the guarantee of teaching quality. It continuously improves the professional level and teaching ability of teachers through regular teacher training, academic exchanges and teaching research. At the same time, through the establishment of a scientific evaluation system and feedback mechanism, it continuously optimises the teaching content and methods to ensure the effectiveness

and adaptability of teaching activities.

2. The problems faced by the integration of aerobics teaching and training in colleges and universities

2.1 Uneven allocation of teaching resources and inadequate facilities

The lack of facilities directly limits the improvement of teaching quality and students' learning experience. Modern aerobics teaching not only requires sufficient space, but also relies on the support of professional equipment, such as mirror classrooms, sound equipment and professional aerobics mats. However, many colleges and universities have significantly under-invested in this area, resulting in narrow teaching spaces and outdated equipment that cannot meet the needs of modern aerobics teaching. Further, the uneven distribution of resources also highlights the inconsistency of teaching quality to a certain extent. On the one hand, some colleges and universities have difficulties in maintaining basic teaching operations due to insufficient funds, not to mention introducing advanced equipment or updating teaching resources. On the other hand, even in colleges and universities with more abundant resources, there is often a problem of prioritisation in the allocation of resources, and sports programmes such as aerobics are often not given priority. This phenomenon not only affects the quality of aerobics programmes, but also weakens students' interest and participation in aerobics.

2.2 Lagging teachers and teaching methods

In the process of the integration of teaching and training of aerobics in colleges and universities, the shortage of teachers and the lagging behind of teaching methods have become the key factors restricting the development. On the one hand, the teacher team has shortcomings in the depth and breadth of professional knowledge, teaching experience and the ability to keep up with the times. Although some teachers have mastered basic aerobics skills and theories, they are still deficient in the application of advanced technology, the development of innovative teaching methods, and the fulfilment of students' diversified needs. In addition, the scarcity of continuous professional development opportunities makes it difficult for teachers to keep abreast of the latest developments in the field of aerobics, thus affecting the cutting-edge and scientific nature of the teaching content. On the other hand, the old-fashioned and stereotyped teaching methods constrain the development of students' potential and interest. The traditional teaching mode relies too much on teacher orientation, neglecting the cultivation of students' subjectivity and the stimulation of innovative thinking. The lack of interactive classroom environment and single teaching method cannot meet the students' needs for diversified learning methods, and it is difficult to fully mobilise students' enthusiasm and participation. In addition, the lack of teaching evaluation mechanism or monotonous to a certain extent hinders the improvement of teaching quality and the innovation of teaching methods.

2.3 Lack of student engagement and motivation

Students' low participation not only affects the improvement of their own skills and physical fitness, but also directly restricts the maximisation of the teaching effect of aerobics. The reasons behind this phenomenon are complex and diverse, including the singularity and lack of attractiveness of the teaching content, the traditional and lack of innovation in the teaching method, and the lack of students' personal perception of the value of aerobics. Firstly, traditional teaching content often fails to touch students' interests and needs, resulting in their lack of motivation in the learning process. The singularity and detachment of this teaching content from reality make it difficult for students to feel the fun and practical benefits of aerobics, thus reducing participation. Secondly, the lack of innovative and interactive teaching methods is also an important factor leading to students' lack of motivation. The teacher-centred teaching mode fails to fully mobilise students' active learning and participation, resulting in students feeling dull and bored in the learning process. Finally, students' cognitive limitations of aerobics are also key to the lack of motivation. Lack of in-depth understanding of the comprehensive benefits of aerobics makes students fail to fully realise the positive impact of participation in aerobics on physical health, aesthetic ability and social skills.

3. Aerobics teaching and training in colleges and universities integration of practical paths

3.1 Enhanced resourcing and facility development

Strengthening the allocation of resources and the construction of facilities is the core link in enhancing the quality of teaching and the effectiveness of learning. The core of this concept lies in the creation of a well-equipped and functional teaching environment through scientific planning and sufficient investment. Effective resource allocation requires not only the improvement of hardware facilities, such as modern teaching equipment and professional training venues, but also the enrichment of software resources, such as quality teaching content and advanced teaching concepts. In addition, the sustainability of the construction of facilities needs to be taken into account to ensure the effective use of resources in the long term.

For example, a university has carried out a series of innovative practices in aerobics teaching resource allocation in recent years. First of all, the university has invested significantly in the construction of venues, not only expanding the area of aerobics classrooms, but also introducing high-standard sound equipment and professional non-slip flooring, providing students with a safe and comfortable training environment. In addition, the school cooperates with aerobics equipment suppliers to regularly update the training equipment to ensure that the quality of teaching keeps pace with the times. In terms of software resources, the school has established an aerobics teaching resource library, which contains a large number of excellent teaching videos and literature at home and abroad for teachers and students to refer to and learn. At the same time, the professional level and teaching ability of teachers have been improved by holding aerobics teaching seminars and teacher training programmes.

Through the continuous strengthening of resource allocation and facility construction, the overall effect of aerobics teaching can be significantly improved. It not only provides students with quality learning conditions, but also creates a better teaching environment for teachers. However, it should be noted that the allocation of resources and the construction of facilities should follow the scientific planning and reasonable layout, to ensure that each input can play its maximum effect, and truly achieve the optimal allocation and efficient use of teaching resources.

3.2 Upgrading Teaching Staff and Updating Teaching Methods

Enhancing teachers' strength and updating teaching methods are important links in the integrated practice path of teaching and training aerobics in colleges and universities. This concept is based on a deep understanding of quality educational resources, and emphasises the decisive role of the professionalism of the teaching team and the modernisation of teaching methods in enhancing the quality of teaching. Under this framework, emphasis is placed on the continuous professional development of teachers, enhancing their teaching skills and professional knowledge through training and exchanges, and at the same time, introducing innovative teaching strategies, such as flipped classroom and project-based learning, in order to stimulate students' interest in learning and improve the interactivity of teaching.

For example, a university has implemented a series of teacher training and teaching reform measures in response to this concept. It regularly organises teachers to attend professional training in aerobics at home and abroad, introduces advanced teaching concepts and techniques, and enriches their professional knowledge and skills. At the same time, teachers are encouraged to broaden their professional horizons through participation in research projects and academic exchanges. In terms of teaching methods, the school promotes interactive teaching modes such as case study teaching and group discussion to change the traditional teaching methods and enhance students' sense of participation and practical ability. In addition, the university has established a teaching feedback mechanism to regularly collect students' learning feedback and adjust the teaching content and methods to meet students' individual learning needs.

Through these measures, not only have the professionalism and teaching standards of teachers been enhanced, but the content and means of teaching have also been greatly enriched, and the learning experience and outcomes of students have been enhanced. This practical path proves that continuous innovation in teaching methods, with teacher development at the centre, is the key to improving teaching quality and promoting the all-round development of students.

3.3 Engaging and motivating students

In the practical pathway of integrating the teaching and training of aerobics in colleges and universities, motivating students to participate and enhancing their motivation to learn is key to achieving teaching and learning goals. This philosophy is based on the recognition that intrinsic student motivation and active participation are important drivers of learning effectiveness. Therefore, creating a supportive learning environment, adopting student-centred pedagogies, and providing personalised learning experiences become key strategies to enhance student engagement and motivation. In addition, providing students with a sense of achievement and self-efficacy in the learning process through practice and feedback mechanisms is also an effective means of enhancing students' intrinsic motivation.

For example, a university pays special attention to the improvement of student participation in the implementation of aerobics teaching reform. The university first understands students' interests and needs through surveys, and then designs aerobics programmes with rich and varied contents, such as street dance and yoga, to meet the interests of different students. At the same time, the school implements a cooperative learning model in small groups, encouraging students to discuss, perform and evaluate each other in small groups, so as to increase the interactivity and fun of the class. In addition, the school organises regular aerobics demonstrations and competitions to give students the opportunity to demonstrate their learning achievements, thereby enhancing their self-confidence and motivation to learn. The school also ensures that students' views and feedback are heard and taken on board through the establishment of an effective feedback mechanism, which further enhances students' sense of participation and satisfaction.

Through the above measures, the school has achieved remarkable results in stimulating student participation and enhancing learning motivation. These practices have not only enhanced students' aerobics skills, but also fostered their creativity, teamwork and self-expression. This practical path proves that fully mobilising students' intrinsic motivation and enthusiasm for participation through innovative teaching contents, methods and evaluation mechanisms is an effective way to enhance teaching quality and learning outcomes.

4. Conclusion

In summary, the successful practice of integrating aerobics teaching and training in colleges and universities requires a comprehensive consideration of various factors, including but not limited to the school's strategic planning, resource inputs, teachers' professional development, as well as the enhancement of students' participation and motivation. Each measure should not be viewed in isolation, but should be implemented as a coherent whole. In the future, the teaching of aerobics in higher education will continue to face new challenges and opportunities as educational concepts continue to evolve and technology advances. Therefore, continued innovative thinking and flexibility in educational practice will be the key to future development. Through these endeavours, we can expect to build a more efficient, active and productive aerobics teaching environment, laying a solid foundation for the overall development of students.

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Author:

Shuqing Dong (1987.04—) Male, Han nationality, Rizhao, Shandong Province, Associate Professor, Doctoral Degree Student, Physical Education Training

A Case Study of Cultivating Students' Critical Thinking in High School English Reading Teaching

Sihan Liu

Minzu University of China, Beijing 100044, China.

Abstract: Critical reading is a crucial tool for enhancing the self-reading ability and critical thinking ability of high school students. In the context of high school English reading teaching, the cultivation of critical thinking skills is not only essential but also urgent. This is because critical thinking allows students to analyze, evaluate, and synthesize information presented in texts, enabling them to develop a deeper understanding of the content and its underlying meanings. In this paper, a reading lesson in Unit 17 of Book 6 of the Selective (2019 Edition) in High School English Teaching from Beijing Normal University is analyzed to understand the design intention and analyze how the teacher cultivates students' critical thinking ability, strengthens the critical thinking training for students, improves students' reading ability, and ultimately improves students' critical thinking ability and reading ability, in terms of the various teaching links as well as the teaching activities .

Keywords: Critical Thinking; High School English; Reading Teaching

1. Introduction

The English Curriculum Standard for General High Schools (2017 edition) suggests that teachers should design English learning activities that are comprehensive, relevant and practical, so that students can acquire, interpret and judge the meaning of texts, express their personal views, intentions and emotional attitudes, analyze the similarities and differences between Chinese and foreign cultures, and develop a pluralistic approach to reading through a series of activities integrating language, culture and thinking. analyze the similarities and differences between Chinese and foreign cultures, and develop pluralistic and critical thinking.[1] Therefore, in the process of English reading teaching, teachers should change the traditional teaching mode of reading class, deal with the text at a deeper level, let students really participate in comprehension of the discourse, analyze the discourse, differentiate the primary and secondary information, understand the relationship between the part and the whole as well as between the part and the part, be able to make judgments based on the norms and standards, and be able to re-organize the elements into a new structure.

However, in the reality of high school English classroom teaching, the difficulty in the implementation of critical reading classroom teaching is: how to design questions that are moderately difficult and can lead students to a deeper understanding of the text? High school students are just beginning to think critically, and questions that are not well-prepared or that require too much thinking ability will make them feel intimidated by reading, or they may express their opinions arbitrarily out of the context of the text. If teachers can design reading questions on the basis of students' full reading of the content of the text, it will not only allow students to further familiarize themselves with the text, in-depth understanding of the text, but also naturally trigger the desire of students to evaluate and cultivate students' critical awareness and thinking skills.[2]

2. Critical Reading Strategies for High School English Reading Teaching

The more common strategies for critical reading include Previewing, Annotating, Summarizing, Analyzing, Questioning, Predicting and Evaluating. Previewing refers to students' familiarization and understanding of the content and structure of the text before reading, which can help students quickly understand the content of the text, the author's writing intention and the framework structure of the text. Commentary refers to students' annotation and evaluation of the content and words of the text during the reading process. Overview refers to summarizing the theme of the original text in simple language that students can use without subjective comments and interpretations. Analyzing is to identify hidden meanings between the lines. Questioning is about encouraging students to ask thoughtful questions of their own as they read. Predicting, on the other hand, is for students to make guesses about what might be discussed in the text before and during reading.[3] Evaluation is when students evaluate various aspects of the author's point of view, the content of the text, the author's purpose, the author's

wording, and the structure of the chapter. The appropriate use of these strategies enables students to analyze, question, identify, speculate, sift and evaluate the author and content of a text on the basis of knowing, understanding and remembering the information in the text, to explore the hidden meanings or implications of the text (read between and beyond lines), to understand the techniques of word formation and layout in the text, to pay attention to the author's point of view, emotional attitude and writing intention, etc. And they pay attention to the author's point of view, emotional attitude and writing intention. They also pay attention to the author's point of view, emotional attitude and writing intention, so as to achieve a deep understanding of the text and form active reading habits such as questioning and analyzing.

3. Teaching Practices of Critical Reading Strategies in High School English Reading Teaching

The English Curriculum Standards for General Senior Secondary Schools (2017 Edition) puts forward a view of English learning activities that point to the core literacy of the discipline, making it clear that activities are the basic form of English learning and the main way for learners to learn and try to use the language to understand and express their meanings, to cultivate cultural awareness, to develop multifaceted thinking, and to form learning abilities. The design of English learning activities should aim at promoting the development of students' core literacy in the English subject, centering on thematic contexts, based on multi-modal forms of discourse, such as oral and written, and guiding students to deepen their understanding of the meaning of the theme through the integration of language, thinking and culture through learning and understanding, application and practice, and transfer and innovation, etc., and helping students to acquire linguistic knowledge, use language skills, interpret cultural connotations, and compare cultural differences. It helps students acquire language knowledge, use language skills, interpret cultural connotations, compare cultural similarities and differences, evaluate the meaning of the discourse, form positive affective attitudes and values, and then try to analyze and solve problems and express their personal views, feelings and attitudes creatively by using the language and cultural knowledge they have learned in new contexts.[4]

This paper takes a reading class in Unit 17 of Book 6 of the Selective (2019 Edition) of the English Language in High School of Beijing Normal University Edition as a case to understand the design intention and analyze how the teacher develops students' critical thinking ability, strengthens the training of critical thinking for students, improves students' reading ability, and ultimately improves students' critical thinking ability and reading ability, in the context of the various teaching links as well as the teaching activities.

3.1 Analysis of Teaching Materials

This passage is Mr. Bean's funny story in a movie taken from Unit 17 Lesson 3, Book 6, Beijing Normal University Press. In this reading lesson, let students not only know six elements and develop their interest in narrations, but also learn how to find detailed information. Therefore, this lesson plays an important role in this unit. If the Ss can master it well, it will be helpful for them to analyze a narration.

3.2 Analysis of the Target Students

The students in senior grade 2 have already had some basic reading skills, and they are eager to learn more about it. However, they know little about the structure of an English story. So, it's necessary for them to learn it. Different study tasks are designed for students of different levels so as for them to learn and share the fun and attraction of English stories in cooperative work.

3.3 Teaching Objectives

As a result of this lesson, students will be able to:

(1) To create their own word bank with hints from the pictures displayed;

(2) To narrate how Mr. Bean behaves in the fancy restaurant;

(3) To make inferences about Mr. Bean's behavior.

3.4 Teaching Important and Difficult Points

1)Important Points

 Learn some important words and phrases such as awkward, astonished, concern and so on.

2)Difficult Points

How to write a short story and a story should include what, for example character, time, place, plot, ending and climax.

3.5 Teaching Activities

1)Pre-reading

Step1:

1.Students look at the photos displayed, think about the common features of the people in the photos and then discuss it in pairs (Slide 1 & Slide 2). The teacher leads students to read the new words.

2. Students work in pairs to discuss the questions listed in Task 1 on Page 24 (Slide 3). The tea invites 2 or 3 students to talk about their favorite comedy.

Step2: The teacher introduces the topic and leads students to read the objectives (Slide 4).

Step3: Read the reading strategies on P24 with the students before they read the text.

[Design intention]: During the lead-in stage, the teacher tends to trigger students' interest in the lesson through "What's your Favorite Comedy?". This kind of introduction makes students feel that the upcoming students' text is simple and enhances their self-confidence. Students will have a strong curiosity and stimulate their interest in wanting to know more, thus paving the way for the next reading activity. During the pre-reading stage, before reading the text, let students learn the vocabulary related to the content of the text in order to clear the obstacles of the students' reading process.

2)While-reading

Step4:

1. Students read text 1 and try to match the main idea for each paragraph (Exercise2, Learning Sheet)

2. Students read Paragraph 1, compare the original text with the text given on their learning sheet, then underline the different parts, and discuss whether the two texts express similar meanings. The teacher directs students attention to the key words and phrases in this part. (Exercise 3, Learning Sheet)

3. The teacher leads students to think about awkward situations they know and then skim the rest of the text to see what awkward situation Mr. Bean is in. Students are required to complete the table after their skimming. (Exercise4)

4. Read P2-3. Students try to find out how Mr. Bean behaves in the restaurant, write down the verbs and reason why he behaves that way (Exercise 5)).

[Design intention]: During the While-reading stage, students need to quickly skim through the text and identify the author of the article and the author's purpose in writing it. And they also need to find out the topic of each paragraph. How to find the topic sentence of a passage accurately and quickly is an important reading skill. This part requires students to skim the article quickly and find the topic sentences of the paragraphs within the time limit. The purpose of this part is to guide students to use skimming skills to find the topic sentences of the paragraphs and then summarize the topics of the paragraphs. Students read carefully to deepen the understanding of the text by way of group discussion. This session requires students to read the text carefully, capture the details of the text and complete the detailed comprehension practice questions on the chart. Through this part, students understand the text more deeply. This part reflects that the reading activities start from the whole, from easy to difficult, step by step and layer by layer.

3) Post-reading

Step5:

1. Students watch the film. Using the Table, students work in pairs: both act as Mr. Bean. One narrates what he does on his birthday while the other does the actions and then exchanges roles.

*Option: The teacher invites one pair to the front to act out.

Step6: Students reflect on whether they have achieved the objectives (Slide 15).

[Design intention]: The post-reading stage takes the form of a conversation between students. Students are asked to make up dialogues

and role-play activities based on the content of the text. The purpose is to guide students how to apply what they have learned in class to real life, and at the same time to strengthen and stimulate students' interest in English learning. In the summary of the text, the teacher asks the students what they have learned in this lesson by asking questions, so that the students can summarize by themselves.

3.6 Teaching Evaluation

Based on the students' characteristics, this teacher assigns students to preview the text and read it before class. In the classroom, students are encouraged to have a sense of independent thinking by focusing on individual inquiry when completing simpler and more intuitive tasks. When faced with more difficult tasks, students are encouraged to work in small groups because "collaborative learning" facilitates the exchange and experience of English, helps to cultivate students' ability to cooperate with others, and stimulates students' innovative thinking through differences in information.

4. Issues to Note in a Reading Classroom Focused on Cultivating Critical Thinking

In a reading classroom that focuses on developing critical thinking, teachers should pay attention to the following three points:

4.1 Designing Multi-level Activities to Develop Critical Thinking Skills

Bloom ranked the cognitive goals of education from simple to complex: memorization, comprehension, application, analysis, synthesis, and evaluation, and these layers reveal the nature of knowledge and the levels of thinking in learning. Memorization, comprehension and application belong to the low-order thinking. While analyzing, synthesizing and evaluating belong to the higher-order thinking. Teachers should follow the law of reading when designing classroom activities, consider the hierarchy of problems and the relationship between them, design hierarchical teaching activities, from low-order thinking activities to higher-order thinking activities, step by step, so that students' cognitive hierarchies can be gradually raised, and guide students to dig into the connotations of the text, think independently, and learn to ask questions and questioning, so as to pave the way for the development of critical thinking skills in the final output session.

4.2 Multi-dimensional Interpretation of the Text to Explore the Space for Critical Thinking

To tap into the space of critical thinking, teachers need to interpret the text in multiple dimensions, which can be in-depth in terms of language, strategy, clues, thinking, rhetoric, structure, genre, emotion, culture and so on. Reading is a process in which the reader actively receives information and makes reasoning and judgment, a never-ending process of interaction between the human brain and the text, and a process of continuous negotiation of meaning between the reader and the author.[5] Interpreting a text is a process of dialogue with the text. Only by actively interacting with the text can teachers find the relevance of the author's thinking, and can they lead students to examine the text with an inquiring and critical attitude, explore the space for critical thinking, and analyze, evaluate, and apply the information conveyed by the text.

4.3 Encouraging Individualized Reading and Developing a Sense of Critical Thinking

Reading is a personalized behavior of students, and teachers cannot replace students' personal reading practice with their own analysis. Therefore, in the process of reading teaching, teachers should return the right of independent reading to students, and actively encourage and guide students to personalized reading, so that they can feel and think, deepen their understanding and experience in active thinking and emotional activities. Teachers should also guide students in the process of personalized reading in connection with real life, improve their ability to obtain, analyze, evaluate and use information, so that they can mobilize their thinking in the process of reading, to express their own unique insights, to form a sense of critical thinking.[6]

5. Conclusion

Critical thinking is not innate, it needs to be cultivated through training. In high school English reading teaching, it is imperative to cultivate critical thinking ability. The critical thinking of high school students is still in its infancy, and attempting to carry out critical reading in the practice of reading classroom teaching is challenging for both students and teachers. Therefore, in reading classroom teaching, teachers

should break the conventionalized and stereotyped English reading teaching mode, look at the article with a new critical reading thinking and reading perspective, harvest high-level thinking skills from multi-perspective backgrounds, carefully organize the teaching process, and put the training of critical thinking skills through every link in the teaching, by means of prediction, multiple forms of questioning, extending and expanding the subject matter, questioning and evaluating the author's viewpoints, and other means. Through the means of prediction, multi-form questioning, extending and expanding the theme, questioning and evaluating the author's point of view, etc. Students are guided to divergent and diversified thinking, and their critical thinking is developed while their English language knowledge and skills are improved.

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Reform and Research of Applied Advanced Mathematics under the Background of Classroom Revolution

Tong Wang

Wenzhou Polytechnic, Wenzhou 325035, China.

Abstract: This paper, adopting the theoretical perspective of the "Classroom Revolution" and focusing on the "Applied Advanced Mathematics" course, investigates the practices and research in curriculum teaching reform in dual higher vocational colleges. By introducing new teaching methodologies, optimizing teaching resources, and employing diverse evaluation methods to comprehensively assess students' overall abilities, the aim is to enhance teaching effectiveness and quality. The research not only emphasizes changes within the classroom but also examines the broader impact of the "Classroom Revolution" on the overall educational reform in dual higher vocational colleges. Through analyzing practical outcomes, proposing reform strategies, and offering recommendations, this study aims to provide valuable experiences and references for curriculum teaching reform and research in dual higher vocational colleges, fostering academic exchange and promoting the improvement of teaching quality.

Keywords: Classroom Revolution; Vocational Colleges; Applied Advanced Mathematics; Teaching Reform; Research and Practice

1. Introduction

The primary objective of this study is to explore and research issues related to the teaching reform of the "Applied Advanced Mathematics" course in double high-level institutions. Taking a perspective of "classroom revolution," the study aims to design a new teaching model, optimize teaching resources, employ various assessment methods, comprehensively evaluate students' overall quality, and ultimately enhance teaching effectiveness and quality. Concurrently, the research will investigate the catalyzing role of the "classroom revolution" in the educational and teaching reforms of double high-level institutions. It will analyze the practical effects of educational and teaching reforms, propose strategies, and offer recommendations. The realization of these outcomes is expected to exert a positive impact and driving force on the curriculum and teaching reforms in double high-level institutions, promoting academic exchange and research. This study aims to contribute to the enhancement of teaching quality in double high-level institutions through its findings and recommendations.[1]

2. The Connotation and Significance of Classroom Revolution

The research significance of this project lies in the following aspects:

For the education sector: This study will provide practical ideas and methods for curriculum and teaching reforms in higher education institutions, promoting the improvement of teaching quality and effectiveness.

For double high-level institutions: The research will offer feasible and practical suggestions for educational reforms in double high-level institutions, fostering innovation and development in education.

For students: The study will explore new teaching models in instructional practice, offering potential benefits to students.

These contributions aim to advance the quality of teaching, support educational innovation and development in double high-level institutions, and enhance the overall learning experience for students.[2]

3. Overview of the 'Applied Advanced Mathematics'

Applied Advanced Mathematics provides a conducive learning environment for students in higher vocational colleges. Its aim is to cultivate learners who can systematically, comprehensively, and practically master mathematical knowledge, enhancing students' mathematical skills and their ability to tackle complex problems. Moreover, Applied Advanced Mathematics can assist higher vocational college students in understanding and mastering mathematical thinking, improving logical reasoning skills, thereby facilitating students in coping with intricate social environments. Additionally, Applied Advanced Mathematics can serve as a foundation for computer programming for higher vocational college students, supplementing capabilities for future innovation and creativity, further expanding application possibilities.[3]

4. Curriculum Reform and Research under the 'Classroom Revolution'

4.1 Elevating Teacher Digital Literacy

To enhance teachers' digital literacy in the context of "classroom revolution," it is crucial in the reform and research of curriculum design. Digital literacy encompasses proficient use of digital tools, leveraging digital resources to the fullest, and applying flexible digital teaching methods.[4]

Training and Professional Development: Provide regular training sessions and opportunities for professional development to ensure teachers become adept at utilizing various digital tools, online teaching platforms, and instructional resources. Training content may include online course design and the use of digital assessment tools.

Assessment and Feedback: Design effective mechanisms for assessing digital literacy, incorporating methods such as classroom observations, student feedback, and peer reviews to evaluate teachers' proficiency in digital teaching. Provide timely feedback and support based on the assessments.

Establishing a Digital Resource Repository: Create a digital teaching resource repository to facilitate teachers in accessing and sharing high-quality digital teaching resources. This repository can include teaching videos, online courses, digital textbooks, and other relevant materials.

Digital Collaborative Education: Promote interdisciplinary collaboration through online platforms, fostering the exchange of subject knowledge and technological skills. Utilize social media and online collaboration tools to encourage interaction and collaboration among students, establishing a digital academic community. Implement an online mentoring system to provide personalized guidance, assisting students in academic and career planning.

4.2 Integrating course content with professional knowledge

Analyzing using a management and business-related major as an example, students' comprehensive skills can be enhanced, showcasing the value of foundational disciplines through the following approaches: Financial Modeling and Investment Analysis, Marketing Data Analysis, Operations Research and Production Management, Business Decision-Making and Predictive Analysis and so on.

The specific application of advanced mathematics can be practically integrated through marginal analysis. Students need to grasp the fundamental concepts of calculus, especially an understanding of marginal concepts. Derivatives in calculus can be used to describe the impact of changes in one variable on another. Suppose students are researching the production and sales of products in economics. By using calculus, they can conduct marginal analysis to understand how changes in production levels or sales volumes affect costs or revenue. Students can choose a real business case, analyze the marginal cost and marginal revenue at different production levels or sales volumes. This helps businesses understand the optimal production or sales volume for decision-making to maximize profit. Students can apply calculus knowledge from advanced mathematics to the field of economics, understanding the practical applications of mathematics in economic analysis.[5]

Through these integrations, students can not only grasp the theoretical knowledge of advanced mathematics but also apply it to practical problems, enhancing their ability to solve real-world issues, fostering innovative thinking, and developing comprehensive skills. This not only helps students better understand the value of foundational disciplines but also makes these disciplines more practically applicable, guiding students to adapt more effectively to the needs of future career development.

4.3 Teaching Strategies - Experiential Learning and Flipped Classroom

The experiential teaching approach for Applied Advanced Mathematics can be implemented through the following methods:

Real-world Problem Solving: Engage students in solving real-world problems that require the application of advanced mathematical concepts. This hands-on approach allows them to experience the practical relevance of mathematical principles.

Interactive Simulations: Utilize interactive simulations and modeling tools to create virtual environments where students can explore mathematical concepts through experimentation. This method enhances their understanding by providing a visual and interactive learning

experience.

Case Studies: Introduce case studies that demonstrate the practical applications of advanced mathematical theories in various fields. Analyzing and solving these cases allows students to connect theoretical knowledge with real-world scenarios.

Project-Based Learning: Implement project-based learning activities where students work on mathematical projects that mimic real-world situations. This collaborative approach fosters teamwork and problem-solving skills.

Applied software and tools: Utilize mathematical modeling software, graphic tools, and other applications to enable students to master advanced mathematical knowledge through practical applications. This enhances students' ability to apply mathematical concepts in real-world scenarios.

The Flipped Classroom for Applied Advanced Mathematics can be taken as the following specific steps:

Design Preparatory Tasks: Before each class, design preparatory tasks for students, such as reading specific textbook chapters, watching relevant videos, or solving some simple problems. These tasks should focus on guiding students to preview the upcoming mathematical concepts.

Create Instructional Videos: Teachers can create short yet content-rich instructional videos covering key concepts and problem-solving methods for the day's lesson. Students watch these videos before class to establish a preliminary understanding of new knowledge.

Interactive Classroom Time: Utilize class time for more interactive activities, such as answering students' questions, organizing group discussions, and conducting case studies. This helps students apply the knowledge gained during the preview to real-world problems.

Real-time Problem-solving: During class, teachers can address students' questions in real-time, emphasize key concepts, and guide students in a deeper understanding of mathematical principles. This real-time feedback mechanism helps promptly correct any misunderstandings.

Group Activities and Collaboration: Arrange for students to participate in group activities, collaborating to solve problems or complete tasks. This fosters cooperation and communication among students, enhancing their teamwork skills.

During the implementation process, teachers need to flexibly utilize various teaching resources and tools, harnessing students' initiative and collaborative spirit to ensure the achievement of educational objectives. Additionally, timely adjustments to teaching strategies are essential to accommodate students' learning needs.

4.4 Optimizing the Curriculum Evaluation System

In order to comprehensively assess students' overall competence in the foundational course "Applied Advanced Mathematics," the classroom revolution not only necessitates a reform of teaching methods but also demands a revolutionary change in course evaluation. It is essential to optimize the existing assessment system, establishing a multidimensional evaluation framework with students and teachers as diverse evaluation subjects. Leveraging the learning analytics capabilities of platforms like LearningHub, the evaluation system will be designed based on students' performance in pre-class, in-class, and post-class segments, focusing on knowledge, skills, and qualities.[6]

The multidimensional evaluation criteria encompass both formative and summative assessments. In formative assessment, the breakdown is as follows: pre-class preparation 15%, attendance 10%, in-class performance 25%, group tasks 20%, homework completion 15%, and post-class tests 15%. The summative assessment includes a voting questionnaire accounting for 15% and stage tests making up the remaining 85%. These criteria aim to comprehensively reflect students' abilities in independent thinking, teamwork, and knowledge mastery.[7]

The goal is to construct a diverse, multidimensional, and scientific evaluation system that fosters sustained student engagement and facilitates the implementation of experiential teaching. The specific assessment scores are as shown in Table 1.

Multidimensional and Diversified Scientific Evaluation System

	Evaluation Indicators	Evaluation Dimensions	Evaluation Criteria	Evaluator	Evaluation Process
Formative Assessment	Pre-class Learning15%	Independent learning	Learning duration for resources	Learning Platform	Offline Pre-class
	Class Attendance10%	Disciplinary awareness	Attendance record	Learning Platform	Offline In-class
	Classroom Performance25%	Positive thinking Willingness to express oneself	Classroom discussions Exercise participation	Teacher	Offline In-class
	Group Task20%	Autonomous exploration Collaborative teamwork	Group participation and contribution	Teacher,Student	Offline In-class
	Homework15%	Applied skills Mathematical knowledge	Homework grades	Teacher,Platform	Online After Class
	Post-class Testing15%	Mastery of knowledge Habit formation	Exam scores	Teacher,Platform	Online After Class
Final Assessment	Questionnaire15%	Self-awareness	Subjective evaluation of learning effectiveness	Teacher,Platform	Offline After Class
	Examination85%	Exam-taking skills Skill acquisition	Scores on online learning platform	Teacher,Platform	Offline After Class

Table 1: Specific Assessment Scores

5. Conclusion

Through the reform practices in the course "Applied Higher Mathematics," this paper demonstrates innovation and progress in the teaching of courses at dual higher vocational institutions under the backdrop of the "Classroom Revolution." This not only contributes to the improvement of teaching quality but also provides valuable experiences and insights for future educational reforms.

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Funding

A Study of Lin Zexu's translation activities in the Late Qing Dynasty

Jingru Mo

East China Jiaotong University, Jiangxi Pronvince, Nanchang City, 33000, China.

Abstract: Translation activities in different periods are part and parcel of the whole history of translation and play a pivotal role in the development of translation. The author will study Lin Zexu's translation activities in the late Qing dynasty that involves three main fields in translation, including western journal, western books and foreign affairs. The study of Lin's translation activities focuses on the period, at the height of Lin's translation activities, of banning the opium trade in Guangdong. Therefore, the author will mainly study the influence of Lin's translation activities in that period on China at that time and the significance and contributions of translation history. To conclude, the study shows that Lin's translation activities is of great significance in history, which makes him the first person to carry out the translation of foreign newspaper, the first person to organize the translation team with Chinese as the main body to translate foreign books, the first person to organize his team to translate the Chinese-English diplomatic note and the first Chinese to open his eyes to the outside world in modern China. [1]

Keywords: Lin Zexu's Translation Activities; The Late Qing Dynasty; The Period of Banning The Opium Trade In Guangdong

Introduction

Lin Zexu, an outstanding thinker and great patriot in modern Chinese history and a pioneer who began to open his eyes to the outside world in modern China, not only opened up the horizons of the Chinese people and allowed them to see the western world outside of China, but also advanced the modernization of the Qing dynasty that pursued the policy of "closing the doors". During the Opium War, he advocated the formation of a translation team to engage in the translation of foreign newspapers and books, which opened a glorious page of the history of modern translation in China. Lin's contributions to translation and to the country can be attributed to the historical environment at the time, his enlightenment, good use of talents, good learning and effective organization. Besides, there is also an indispensable medium—translation that cannot be ignored. [2] He organized professional individuals to translate a large number of materials and books involving western history, geography, politics, economics, military affairs and culture with a view to transform the Chinese people's world outlook by spreading new ideas and save backward China.

In 1839, Lin Zexu went south to Guangzhou to carry out the campaign to ban the opium trade. At that time, China had almost no idea of the western world. Lin Zexu also was no exception. However, he was in the center of internal and external power and was also responsible for banning smoking, so he realized the importance and necessity of understanding the "foreign situation". But there were no professional translators in China. If translators were needed in their affairs, they mainly relied on some western missionaries and these missionaries took a western position. So, it is difficult to guarantee the fairness and objectivity. In this case, Lin recruited Yuan Dehui, Liang Jinde, Lin Ashe and Ya Meng to form a professional translation team, which is mainly responsible for collecting and translating information about foreign situation.

1. Lin Zexu's Translation Activities

Lin Zexu recruited Liang Jinde, Yuan Dehui, Lin Ashi, and Ya Meng to form a translation team and gave them generous treatment. In addition to the four core members, there are more people for consultation and discussion, including scholars, local officials, and foreigners who are familiar with foreign affairs. Their translation totally includes western journals, western books and foreign affairs.

2. Xu's Translation Activities from Three Perspectives

2.1 Western Journals

After Lin arrived at Guangzhou, he was stuck in a dilemma. The Jesuits who came to China at the end of the Ming dynasty and the

beginning of the Qing dynasty have already presented the whole China to the westerners by reading lots of books. In the 19 centuries, people in the Europe can stay up-to-date on news and events about China through media like letters, newspapers, diaries and report of foreign missionaries, merchants and officials in China, which formed a stark contrast with the Chinese people's knowledge of the west. With the deepening of the campaign to ban opium trade, he gradually gained a clear and objective understanding of the West. The translation of newsprint representing the voice of Western powers in China has become an important way for him to achieve this transformation. [3] In this regard, his first action to know about foreign situation was to set up and issue a journal called Macao Newsprint. Actually, the content of the journal was from Canton Press and Canton Register. These two newspapers introduced and commented on China's national conditions, opium trade, the relations between China and foreign countries from the perspective of the west. So, these two newspapers undoubtedly became the main source of obtaining the latest thoughts and trends of foreigners in China. Lin ordered his translation team to translate the selected passages of these two.

As a matter of fact, there are some problems in their translation from the perspective of the current times. First of all, the meaning of the original could not completely be grasped. Secondly, there were some errors of transliteration. Thirdly, the written form of transliteration could not be consistent. The name of country, region and people had different translations in the same newspaper. In a word, these problems reflected the lack of translation talents, experience and standards in the time when China closed the door.

2.2 Western Books

His Translation on western books involved subjects, such as military technology, navigation, history and geography, as well as law. The Encyclopedia of Geography is the first detailed work that introduces western geography and history systematically in modern China. Lin edited and translated the book to learn more about the history and status of western countries during the period of opium banning in Guangzhou, which influenced many scholars who studied foreign history and geography in the future. This book briefly introduced the geographical, historical and political status of the four continents in the world to the Chinese in the late Qing dynasty. It is the first complete and systematic geography book in modern China.

Law of Nations is the first Chinese translation of international laws with definite historical records, marking the beginning of the spread of western laws into the east. Lin organized his translation team to translate the selected passages of the book. Later, the translation of the book was included in Annals of Overseas Countries. The book contains the settlement of international war and hostile measures as well as the importance of safeguarding the national independence. In fact, the background of translating the book is about the case of Lin Weixi. In 1839, a villager at Tsim Sha Tusi, Kowloon of HK was beaten to death by a drunken English sailor. But the British side covered up for the killer and refused to bear the responsibility. At that time, there were no legal provisions to deal with such international judicial events and there were no historical precedents in China. So, Lin ordered his team to translate it. The extraction and translation of the book was a timely help to solve the historical events at that time and set an important precedent for modern China to solve international problems. Also, the translation of the book expanded Lin's knowledge of western laws so that he could justly and forcefully refuted the British side 's cunning.

2.3 Foreign Affairs

The Britain once desired to establish equal diplomatic relations with the Qing Dynasty, which, however, seriously challenged the deep-rooted "Discrimination between Chinese and westerners" in the Qing Dynasty and inevitably became an impossible task. Therefore, in Guangzhou in the early 19th century, there was a peculiar rule: foreigners in China are not allowed to have direct contact with Chinese officials, and all documents must be translated and submitted by the merchant. However, Lin Zexu broke the constraints of the business system to a certain extent. He not only did not refuse foreigners' visits, but even took the initiative to come into contact with them. Therefore, Interpretation plays a significant role in their communications. In addition, Lin also released many public announcements and official documents and correspondence and his translators translated them. The translation basically conveyed the meaning of the original but not expressed the tone of the original. It is quite possible that they translated the first Chinese-English diplomatic note that is a written form of international intercourse in the history.

3. Significance of Lin's Translation Activities

In the late Qing dynasty, China closed its door with arrogance and self-righteousness, insisting on world-centrism. But with the rapid development of economy, politics and military affairs in the western world, they opened up China's door through the opium trade. Faced with these international issues the Qing government had never heard before, the government was in a state of panic. In this case, the cultural collision and exchanges between China and the west must be indispensable for solving the problems between China and the west, which reflected the importance of translation. Lin's translation activities promoted the progress of modern China towards modern civilization. [4]

Conclusion

Journalism in modern China began with the translation of foreign newspapers and it was Lin Zexu that was the first to carry out the translation of foreign newspaper. In February 1839, he began to organize translation and publish the Macao Newsprint, which was the earliest translated newspaper in China. His original purpose of translating the western journal was to learn more about foreign situation. Besides, He took the brave first step in the compilation and distribution of the newspaper. Therefore, the translation and publication of Macao Newsprint not only met the immediate needs to know the foreign situation at the time, but also opened up a new phase in the development of modern Chinese journalism. Lin was not the initiator of the translation on foreign books. However, he was the first to organize the translation team with Chinese as the main body to translate foreign books, which made preparations for the later development of the Westernization Movement. He was the first to organize his team to translate the Chinese-English diplomatic note. Translation on foreign affairs has experienced a great leap of development from scratch. He was the first Chinese to open his eyes to the outside world in modern China.

To conclude, the translation activities in the period of Opium war has great significance for the development of translation in China and Lin's contribution to translation cannot be ignored.

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The Influence of L2 on L1 in Tone Perception: A Case Study of L2 English- L1 Mandarin Speakers

Weitao Huang

School of Foreign Languages, Hubei University, Wuhan 430000, China.

Abstract: Tones are categorized as super segmental elements which can distinguish meaning in some languages such as Chinese, Vietnamese. While in some other non-tonal languages such as English, French, tones are utilized to express the emotions of the speaker or to form inter-rogative sentences.Many researches have probed into the effect of L1 on L2 perception and production extensively in many aspects. Howev-er, the effect of L2 on L1 is still less known and not be studied broadly and thoroughly. Tone judging tasks are adopted as the main method to explore the influences of L2 on L1. The conclusion is that immersion English environment will slightly weaken Mandarin speakers' original tone perception sensitivity as L1 words retriving speed becomes slow.

Keywords: Tone Perception; Tone Judging Task; Effect Of L2 On L1; Chinese; English

1. Introduction

Tones are categorized as super segmental elements which can distinguish meaning. Mandarin Chinese is a tonal language which con-tains four different tones：Level tone (T1), rising tone (T2), dipping tone (T3), and falling tone (T4).Besides those relatively stable tones, there is a neutral tone in Mandarin as well, which is shorter and lighter. And it always appears after other tones, and will not occur in isola-tion. Tones are very crucial for Mandarin in distinguishing meaning. For example, ma1 (mother), ma2 (numb), ma3 (horse), ma4 (abuse), one syllable with exactly the same consonant and vowel but with different tones can refer to totally different things. Thus, distinguishing tones are very important in comprehending and utilizing Mandarin.

However, English is categorized as a non- tonal language. Tone in English is utilized at sentence level to express the emotion of the speaker or to form interrogative sentences. Therefore, for every single word in English, lexical pitch is irrelevant, so word identification ability of English speaker would be hindered by attending to the sentence function to some extent. Thus, Quam & Cree said, optimal lexi-cal-pitch-processing strategies for the two languages are in contrary position.[1]

Considering the innate huge difference between Mandarin and English no matter in orthography, phonetics, grammar and syntax, the cross-linguistic influence between Mandarin and Chinese is worth to be further analyzed. And this study will focus on the tone influence be-tween Mandarin and English specifically to shed a light in this field.

2. Literature Review

Many researches have probed into the effect of L1 on L2 perception and production extensively in many aspects like pronunciation, and grammar. However, the effect of L2 on L1 is still less known and not be studied broadly and thoroughly. The paper I can found about the backward transfer from L2 on L1 is in small scale. Three articles about the influence of L2 on L1 in three different aspects, namely vowel, stress, and word retrieval, will be analyzed.

According to Kartushina, Hervais-Adelman, Frauenfelder, & Golestani, in their study, they select 24 native French speakers, and asked them to The Danish/ɔ/ sound which is similar to French vowel /o/ and The Russian/i/ sound which is dissimilar to the French vowel.[2] The similarities are judged by the native French speaker through categorization tasks. And they were trained to pronounce both Danish and Rus-sian vowels after three short training sessions that lasted only for three days in total. During the beginning and the ending of the training, they performed vowel repetition task separately. And all the utterances are analyzed in terms of the acoustic frequency. The result shows that after meagerly three sessions, the way they produce French vowel is altered by the learning of new vowel, and they produced the French /o/ more like the dissimilar Russian /i/. It suggested that only three hour of articulatory training with two different vowels from other languages, the original vowel producing by native French speaker altered. This strong evidence of phonetic shift demonstrated the influence of L2 on L1 un-

der some circumstance. Meanwhile, this shift is not a result of L1 attrition like not using French for a long time, but from the direct impact of those two newly acquired vowels. However, the author didn't and couldn't control what other vowels those native French speaker encounter in their spare time. Thus, the alternation may not entirely due to the newly trained vowels. But this finding worth to be noticed and further investigation is needed. And this kind of phenomena can be regarded as a negative transfer from newly acquired L2 to L1.

Other parts inside one single word like word stress can affected as well. According to Chakraborty, he examined the 20 Bengali- English bilinguals.[3] The independent variable in this study is the time of acquiring L2 English. Half of them are early bilinguals, and the other half are late. Bengali language only allows iambic stress pattern (weak, strong), whereas English allows both iambic and trochaic pattern (strong, weak). Through elicitation tasks, bilinguals from both cohorts are asked to produce words in Bengali with both trochaic pattern and iambic pattern like marble and bible (trochaic); buffer and baboon (iambic). Those words are corresponding in meaning. And native Bengali monolinguals are asked to judge the native likeness of their utterances. The results show that those early bilinguals actually performed better than those late bilinguals according to the judgment of native speakers. It overthrow the assumption made by the author that the late bilinguals should performed better in producing Bengali words because their exposure to English which allows trochaic stress pattern is less than those of the early ones. It suggested that L2 do can have a significant influence in the stress of people's original L1. And the extend of influence is related to the exposure time and the acquisition time to the L2. However, the author didn't compare the native likeness of the early bilinguals with the real monolinguals. Whether those early bilinguals can be native-like or just approaching native is unknown. Besides, the categorization in selecting early and late bilinguals is vague and not clearly divided.

Baus, Costa, and Carreiras also found that a short immersion in L2 environment can result reaction latency in speaker's L1. In that study, 50 German students with basic Spanish knowledge went to Spain for an academic communication which last for six mouths.[4] They were asked to picture naming task and semantic fluency task two times separately at the beginning of the journey and the end of the journey. The materials of picture naming task are selected according to the frequency and cognate status of the word both in German and Spanish. The results show that after a six mouth immersion in Spain, the German students performed worse in the second test.[5] And there is significant response latency for them to recall the German words in low frequency and have cognate root with Spain compared to the reaction time they have in the first test. Thus, the L2 really have a hindering effect for them to retrieve their L1 words.[6]

Researches above demonstrated different aspects in which L2 can have an impact on L1. The results of them reveal that L2 does change the some features of L1. And the immersion time of L2 and the acquisition time of L2 also play important parts in bring both negative and positive transfer from L2 to L1. However, those studies didn't focus on the tone. This study may devote a little effort in figuring out the influence in tones.

3. Methodology

3.1 Research question

a) Considering English is a non-tonal language and Mandarin is a tonal language, whether immersion English environment by doing everything in English will weaken Mandarin speakers' original tone perception sensitivity?

b)Which tone will be affected most?

3.2 Sampling

Thirty Chinese university senior undergraduates with Mandarin as their L1 and similar English proficiency (IELTS:6.5 which can be regarded as having a good command of English)as their L2 will be selected. 10 of them will continue studying in mainland universities in Beijing with using mandarin in every single day. 10 of the them will start to pursue their master degrees in The Chinese University of Hong Kong where they will have to speak, write, read English in academic related activities like attending lectures and writing papers whereas they will use and hear Mandarin or Cantonese in daily life. In Hong Kong, they will be under the influence of the mixture of tonal languages (Mandarin, Cantonese) and non-tonal languages (English). Other ten will go to Britain to commence their postgraduates' career, with everything in English.

Ideally, there will be five males and five females in each group with similar ages.

3.3 Tasks

3.3.1 tone judging task

Eight sets of Chinese words with variation only in tones will be selected. One set will consist of four words with same syllable but different tones. For example, (妈 ma1), (麻 ma2),(马 ma3), (骂 ma4). Four sets of words will be selected randomly by computer each time. Participants are required to judge which tone is the one pronounced by the computer, and to click the corresponding bottom in the screen. They will be 16 trials in total for one participant to make sure him cover all the words selected. The sequence of all the 16 words for one round will be arbitrary as well through the random selection by computer.

3.4 Procedure

This tone judgment task will be repeated twice at the beginning of the master program and the end of it with eight mouths interval. Because participants who will continue study in Hong Kong and Britain will spent the next eight mouths in the environment mentioned above continually.

3.5 Analysis

Participants' answer and reaction time will be record simultaneously by the computer when they finished the task twice. Their accuracy rate and the reaction time at the beginning and end will be compared to see the tendency and influence of L2 to L1 in tone perception.

4. Conclusion

After analyzing the data collected, we can reach to the conclusion that immersion English environment by doing everything in English will slightly weaken Mandarin speakers' original tone perception sensitivity, as L1 words retriving speed becomes slows. Because there are constantly exposed to the mixture of tonal languages during their daily life. Thus, there are often confused about certain sounds, which will slightly slower their reaction speed and tone perception.

5. Significance

This study digs out the backward transfer from L2 to L1 in tone perception, which have not been widely discussed and extensively analyzed. It could enrich the evidence of cross-linguistic influences from L2 on L1. This study also can offer tips for scholars who endeavor to focus more on the influence of L2 non-tonal language on L1 tonal language in tone perception. It can also raise native mandarin speakers' awareness about the tone accuracy which may be influenced by other newly acquired languages, and to shed a light on researches that concentrate on backward transfer of L2 on L1 in the future.

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Study on the Career Choice Behavior of Contemporary College Students from the Perspective of Interest Differentiation

Yunwei Zhang

Anhui University of Arts, Hefei 230012, China.

Abstract: In the context of a new era and a changing social environment, supported and propelled by advanced technology, numerous new fields and forms have emerged, leading to an increasingly diverse range of employment opportunities and choices for contemporary college students. Simultaneously, the enrichment of talent development programs in higher education and the continuous innovation of teaching models have contributed to the diversification of students' career choices. Regardless of the complexity of students' employment behaviors, a fundamental aspiration is driven by the maximization of interest. Here, interests encompass various aspects, including the maximization of material benefits, the embodiment of personal values, the realization of spiritual pursuits, and the continuous broadening of career prospects. This paper aims to explore the career choices of contemporary college students based on the perspective of interest differentiation.

Keywords: Contemporary College Students; Career Choices; Analytical Research

Introduction

Receiving knowledge and skills training in higher education is just a small milestone in the lives of college students. Entering society, autonomously choosing careers, and developing a profession become the main focus of life. Career choices not only impact the realization of students' personal values but are also closely related to their quality of life. The manifestation of students' career choices is closely tied to interest differentiation. Different career choices point to different life states. This paper first analyzes the influencing factors of interest differentiation and then examines the specific manifestations of contemporary college students' career choices for reference.

1. Factors Influencing Interest Differentiation

Interest differentiation is a widespread social phenomenon that exists across various groups and stages. In terms of career choices for university students, the factors contributing to interest differentiation come from multiple domains, primarily manifesting in several aspects.

Firstly, differences in family backgrounds can lead to interest differentiation. Although university students gather on campus during their academic pursuits, they hail from diverse regions with distinct family backgrounds. Disparities in family backgrounds are a significant factor influencing career choices and contributing to interest differentiation. For instance, a student from an artistic family background, where parents or relatives are involved in artistic professions, may be inclined towards fields related to art and culture in their career choices. This inclination is influenced both by the family environment and the inherent advantages gained, as well as the availability of better experiences and methods to navigate professional challenges.

Secondly, regional disparities can also contribute to interest differentiation. Despite the accelerated spread of information through the internet and advanced technology, significant differences in economic development, cultural advancements, and overall atmospheres still exist among regions. Disparities between frontier areas of reform and inland cities or between metropolitan and remote rural areas create differences in resources. In this context, the distinctive characteristics of different regional environments can influence students' career choices and lead to interest differentiation. For example, students growing up, living, and studying in metropolitan areas may be more inclined to seek employment in economically and culturally developed regions. Developed regions offer more job opportunities, are more open and inclusive, and, when considering employment costs and returns, align more closely with students' expectations. Conversely, students emerging from mountainous regions may ultimately choose to return to their roots, leading rural communities towards prosperity, driven by a deep sense of attachment developed during their upbringing.

Thirdly, the characteristics of different academic disciplines can also influence students' career choices. The characteristics of a discipline largely represent the specific manifestations of students' individual capabilities. Fundamentally, every discipline possesses correspond-

ing social value and is an indispensable component of the societal operational system. However, the development of academic disciplines is influenced by the societal environment and the changes in the developmental landscape over time. For example, under the influence of advanced information technology, emerging fields give rise to new disciplines that inevitably impact traditional ones, affecting the career choices of university students. Some students, driven by the pursuit of maximizing their interests, often choose to venture into fields outside their major upon graduation. This is due to changes in the selected major, employment prospects, and long-term personal development plans influenced by societal development and change.

2. Specific Manifestations of Contemporary University Students' Career Choices

The rapid development of society is evident in various aspects, and the resulting changes in the social environment have influenced the career perspectives and choices of university students. Observing the career choices of contemporary university students reveals several patterns.

2.1 Maximizing Material Benefits

While the career choices of university students are closely related to family background, the nature of their major, and regional differences, the manifestations of students' career choices are diverse. Many students prioritize the pursuit of material benefits in their career choices. For the majority of university students, better material rewards are fundamental to ensuring survival and enhancing their quality of life. These students often have clear goals, a well-defined plan for their career development, and a strong self-driven motivation. To pursue their ideal goals, they continuously engage in self-learning, active preparation, and ongoing updates, considering the maximization of material benefits as their primary choice in career selection. Consequently, their choices of major tend to lean towards popular and high-yielding fields, such as information technology and finance. These sectors offer more substantial material returns, albeit demanding high comprehensive skills from students.

2.2 Maximizing Social Benefits

Just as different family backgrounds lead to diverse personalities and choices among students, the same diversity is reflected in their career choices. Due to differences in family background, educational background, and individual choices and pursuits, university students exhibit highly individualized and complex career behavior. Some students prioritize material benefits in their career choices, while others consider social benefits as a lifelong pursuit. The latter group tends to lean towards careers in social services, such as education or public interest fields. Students who prioritize maximizing social benefits often possess a strong sense of social responsibility, a commitment to contributing to society, and excellent moral qualities. Their noble ideals involve sacrificing personal interests for the greater good, embodying a sublime ideology and political awareness. This phenomenon plays a crucial role in China's ability to lift its vast population out of poverty and move towards common prosperity, even with limited resources.

2.3 Exploratory and Progressive Development

The diversified development of society creates favorable conditions for the personalized development and career exploration of students. In the journey of personal growth, choosing a profession and a development direction is neither the only option nor a fixed path. It changes with the times and societal development. Contemporary university students are fully aware of this, and the trend towards exploring and advancing, maintaining continuous development as a career goal, has become prevalent. Many students no longer confine themselves to their original major but consistently expand their knowledge and capabilities. In their career choices, they are more inclined to explore and develop their personal abilities, opting for careers that offer challenges and growth potential. Consequently, contemporary university students often possess high learning abilities and innovative consciousness, demonstrating a willingness to continuously learn and grow.

3. Conclusion

In summary, under the backdrop of a new era, contemporary university students face simultaneous opportunities and challenges. Their career perspectives and behaviors are not singular and independent but rather intertwined and mutually influential. From the perspective of

interest differentiation, the career choices of university students are influenced by various factors such as personal values, family background, educational experiences, and societal environment. This reflects the diverse and individualized demands of contemporary university students for career development, as well as their comprehensive considerations of personal and societal values in career decision-making.

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About the author:

Yunwei Zhang(August 1994-), Male, Han, Ma'anshan, Anhui. Master degree candidate, Academic title: Lecturer,Research direction: Social stratification, social governance and education.Work unit: Anhui University of Arts

How to Improve Teachers' Professional Ethics in the New Era of College Construction

Ruiling Shen

School of Economics and Management, Hubei College of Commerce and Trade, Wuhan 430079, China.

Abstract: The changes of the new era have put forward new requirements for teachers' professional ethics. Teacher moral construction work is a necessary guarantee for the cultivation and enhancement of professional ethics of teachers in colleges and universities, in order to build a high-quality teaching force needs to put the level of professional ethics and teachers' ideological construction in the first place, and to take the party building work as a leader, to promote the improvement of the teachers' professional ethical qualities.

Keywords: College teachers; Professional ethics; New era

1. The concept of teacher ethics

Teachers' professional ethics refers to the general name of moral norms used to regulate the relationship between teachers and students, colleagues and society in the process of education practice, which is both the professional ethics that teachers must cultivate and practice internally and the public's professional ethics requirements for teachers. Teachers' professional ethics have a certain degree of self-discipline and self-discipline, so as a qualified people's teachers, they must consciously abide by and practice the code of professional ethics for teachers, discipline themselves and accept the supervision of the public, and then lead to a good social climate[1].

2. Manifestations and causes of teachers' lack of professional ethics

2.1 Manifestations of teachers' lack of professional ethics

With the development of the times, people's behavior tends to be more and more obvious, although the teacher is "the gardener of the motherland", but also inevitably affected by the new era. From an objective point of view, a few college teachers are influenced by the concept of hedonism and money first, the spirit of selfless dedication and love of the party and dedication to the good quality is gradually fading. From a subjective point of view, teachers as a sacred profession in the impact of the new era has become bland, a small number of teachers began to treat their work as a means of earning a living, treating students as their "tools" to earn money, no longer take the initiative to care about the students' academic performance and mental health status.

The fast-paced life of the new era makes many people easily impatient, and individual teachers have also shown signs of lack of patience or indulgence in their work. For example, individual teachers frequently physically punish students who are not performing well, and no longer patiently guide students to identify and solve problems. Teachers' care and guidance can help students establish a correct outlook on the three, if they are treated unfairly for a long time, it will not be conducive to their physical and mental healthy development[2].

2.2 Reasons for the lack of professional ethics among teachers

Teachers' ethical deficiencies derive to a large extent from social life, but they are also subject to a considerable degree of social constraints. There are a number of factors that contribute to the lack of basic morality in education, including the influence of negative social attitudes, the clamping down of traditional teaching styles, the evaluation of teachers' performance, and the irrationality or inadequacy of school management methods.

Universities and colleges have not recognized the differences and uniqueness between the teaching profession and other professions, and have not adopted a spiritual level of incentives for teachers, but rather feel that it is sufficient to give them the appropriate salary. This kind of management makes teachers' professional ethics gradually weakened, which further leads to the teachers' teaching simply stay in the teaching of written knowledge, and turn a blind eye to the other needs of students. China's current teaching methods, content and personnel

training model and the international advanced level of the country there is a certain gap between the teacher's own ability and the lack of refinement of ideas, resulting in the lack of innovation and subjective initiative of teachers in colleges and universities. Currently, teachers are under excessive pressure of life, work and competition, which leads to some teachers' desperation to increase their own gains through falsehoods and speculation. These phenomena contribute to the development of crookedness in the academic circle, which in the long run will cause irreversible vicious effects. Weekdays some colleges and universities always advocate focusing on students "moral" training, but as educators, college teachers also need to pay attention to the "moral" training, which is the current work of colleges and universities is extremely important aspects of the lack of.

3. The relationship between the construction of teacher morality and the cultivation of teachers' professional ethics in colleges and universities

3.1 Clarify the direction of development of teachers' professional ethics and training

"Correct ideals and beliefs are the guiding light for teaching and sowing the future."[3]Teachers moral education in colleges and universities mainly adopts the means of guidance, teaching, evaluation and education, so that teachers can objectively and comprehensively deal with all kinds of problems related to the nature of the society, establish correct and scientific concepts and values of life, so as to recognize the attitude of life, the purpose of life and the significance of life, and to guide the teachers to think about what kind of value of life is to be realized, and how to create a life that meets the expectations of the society and other aspects of the reasonable orientation of life. By organizing the relationship between teachers' career, society and their own value in the leadership of teacher moral education, the school can make college teachers form reasonable values, so that they can carry out educational work quickly, efficiently and with high quality, and stimulate their innovative and creative abilities.

3.2 The improvement of teachers' professional ethics requires the role of many parties to play

The work of building teacher morality in colleges and universities is a strategic project and a long and arduous task. Teachers' moral construction work should provide answers to various questions, including how to cultivate talents to serve the country and the people, cultivate talents with what qualities and qualities, and other realistic questions. One of the important contents is to improve teachers' professional ethics: to help teachers set up correct ideological concepts through professional ethics in scientific research and teaching, and to lead teachers' teaching practice to meet the needs of the school, society and the country for talents. In the face of the problems arising in the process of daily teaching practice, in addition to regular self-reflection by teachers, universities should also play a proactive role as a regulator to help teachers to solve the problems arising in the process of education and to correct their inappropriate behavior.

4. The path of party building in colleges and universities to promote teachers' professional ethics in the new era

4.1 Teachers themselves should improve" teacher ethics"

"Teacher ethics" is an essential quality that any teacher must possess, and it refers to the spirit, qualities and moral concepts that are manifested in the work of education. The party's work in schools must include the improvement of teachers' professional ethical standards as a key educational task, making it clear that teachers must adhere to learner-centered teaching methods and attitudes in their teaching and training work, and develop their horizons and ideas in practice.

The initial purpose of research and teaching of college teachers is to deepen the understanding of teaching concepts, gradually carry out teaching feedback, and then further validate the teaching and research results, and finally realize the virtuous cycle and alternation of the two. Therefore, college teachers can combine the relevant knowledge with teaching practice through the study of Chinese excellent traditional culture, put the latest research results into students' education, so that the concept of education and teaching is constantly changing, and then comprehensively improve the teaching ability and level of teachers[4].

4.1.1 Colleges and universities need to lead teachers to abide by the "teacher's will".

"Teacher's ambition" refers to the aspirations and ideals of teachers in colleges and universities, and is also the goal and direction of cultivating teachers' professional ethics. Colleges and universities can lead teachers to consciously abide by the "teacher's ambition", and to strengthen the teachers' spirit of teaching and selfless dedication in the context of the new era. Although each college teacher's pursuit of life goals and scientific research path is different, but abide by the "teacher's will", moral and talent, conscientiousness is the most basic requirements of professional ethics, which is also "preaching", "teaching" and "solving". This is also the premise of "preaching", "teaching" and "solving puzzles". To do this, colleges and universities can take pre-service theoretical knowledge training methods to strengthen the moral quality of college teachers, higher education norms and other aspects of learning, while integrating the school's educational philosophy, the construction of the school spirit, the refinement of the teacher's management and assessment of the regulations, which enhances the teacher's initiative and motivation in their own work.

In addition, all faculties and departments of universities should have strong cohesion, so that in the practical activities of teacher education, management and service, university teachers can feel a strong "teacher's will" building atmosphere, so that university teachers can have more passion and goals in their own work, and more firmly uphold the professional code of ethics.

4.2 Joint monitoring of teachers' commitment to the "teacher's role"

"Teachers' ethics is the internalization of teachers' personal quality and morality, and teachers' performance is the externalization of teachers' professional ethics and personal quality, which is exemplary for students' education work. The specific performance of "teacher's table" is not only the strong classroom atmosphere in class, decent dress in life, treating people with good and excellent quality, but also includes the spirit of traditional Chinese culture of hard work and endurance. Today's college teachers should lead by example, play an exemplary role in student education, if not to promote hard-working, indulge in wine and green all day long, then will eventually forget the original heart of teaching and educating people and responsibilities. Therefore, college teachers only adhere to carry forward the excellent quality of the Chinese people to endure hardship and stand hard work, can work and life in the face of difficulties in perseverance, tenacity and hard work, in life, teaching and scientific research activities, thrift and cherish the wealth created by labor.

It should be noted that the teacher moral construction of college teachers can not just three minutes of heat, not to mention a slogan, but a long process, in addition to teachers themselves, students and college administrators should also participate in the supervision of the young teachers of professional ethics and party building, as a long-term daily work to grasp, in order to ensure that the construction of the teacher moral construction of the significant results.

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Author's introduction:

Shen Ruiling (1997-), female, Henan, master's degree student, mainly engaged in intelligence and higher education research.

On the Path of Teaching Reform for the Course Food Nutrition and Hygiene Based on the "Teaching, Research, Competition, and Innovation" Model

Xiao Wu, Na Li, Zeng Dong, Wenting Wang, Xingtao Zhang

College of Biology and Food Engineering, Suzhou University, Suzhou 234000, China.

Abstract: This paper thoroughly explores the path of teaching reform for the course "Food Nutrition and Hygiene" based on the "Teaching, Research, Competition, and Innovation" model. In the context of rapid technological development and evolving social demands, the traditional educational model no longer fully meets the learning needs in the field of food nutrition and hygiene. Therefore, a comprehensive education strategy, "Teaching, Research, Competition, and Innovation," is proposed to enhance students' learning experiences and capabilities through innovative teaching methods, participation in research activities, competitions, and innovation and entrepreneurship training. The paper elaborates on the implementation of each component and its impact on students' theoretical learning and practical skills, emphasizing the importance of this model in promoting students' overall quality improvement and laying the foundation for future career development.

Keywords: Teaching; Research; Competition; Innovation; Entrepreneurship

Introduction

With the rapid development of science and technology and the continuous evolution of societal demands, food safety and nutrition have become hot topics of public concern. In this context, the traditional educational model is no longer sufficient to meet the learning and application needs of students in the field of food nutrition and hygiene. Therefore, educational reform urgently requires new teaching methods and philosophies to better cultivate students' professional competence and innovative spirit. In this scenario, the "Teaching, Research, Competition, and Innovation" model has emerged, focusing not only on knowledge impartation but also on fostering students' practical skills and innovative thinking. This model integrates traditional teaching with modern educational concepts, aiming to create a more dynamic and interactive learning environment to more effectively address the challenges of contemporary society and industry. In the field of food nutrition and hygiene, students need to not only master solid theoretical knowledge but also possess the ability to apply this knowledge to solve real-world problems. Therefore, by implementing the "Teaching, Research, Competition, and Innovation" model, students' overall quality can be effectively improved, laying a solid foundation for their future career development in the field of food science.

1. Basic Overview of the "Teaching, Research, Competition, and Innovation" Model

The "Teaching, Research, Competition, and Innovation" model is a comprehensive educational strategy aimed at enhancing students' learning experiences and capabilities comprehensively. In this model, "Teaching" represents innovative teaching methods, emphasizing interactive and student-centered education to promote in-depth understanding and application of knowledge. "Research" encourages students to participate in research activities, enhancing their analytical and problem-solving abilities through practical research projects. "Competition" involves organizing or participating in relevant competitions to improve students' practical skills and innovative thinking. "Innovation" focuses on cultivating students' innovative spirit and entrepreneurial abilities, encouraging them to apply learned knowledge to practical innovation and entrepreneurship projects. This model not only strengthens theoretical learning but also provides rich practical experiences, laying a solid foundation for students' future careers.

2. Teaching Reform Path for the Course "Food Nutrition and Hygiene" under the "Teaching, Research, Competition, and Innovation" Model

2.1 Teaching Reform ("Teaching")

In the process of implementing teaching reform ("Teaching"), the focus should be on transforming from a traditional one-way teaching

model to a more participatory and experiential learning approach. This means shifting the role of teachers from singular knowledge transmitters to mentors and collaborators, guiding students to be proactive in exploration and learning. For instance, through case-based teaching, teachers can integrate theoretical knowledge with real-world challenges, allowing students to deepen their understanding by analyzing and solving specific food safety and nutrition issues. This not only fosters critical thinking but also helps students comprehend the practical application of theoretical knowledge. Additionally, through group collaborative projects and seminars, students can learn in an interactive environment that encourages idea-sharing, promoting mutual learning. Teachers should also incorporate laboratory work and field visits into course design to provide more practical experiences, helping students better understand the complexity and dynamism of the field of food nutrition and hygiene.

2.2 Research Participation ("Research")

In terms of research participation ("Research"), the key is to create opportunities for students to actively engage in research in the field of food nutrition and hygiene. This can be achieved by establishing collaborative relationships between the school and industry, such as partnering with food companies, research institutions, or government agencies to provide students with internship and research project opportunities. These practical work experiences not only allow students to apply classroom learning to real-world problems but also offer opportunities to explore new knowledge and technologies. Additionally, schools can encourage teachers to collaborate with students on research projects, such as through group research projects where students can explore areas like food safety testing and nutritional component analysis under the guidance of teachers. Such collaboration enhances students' research skills and promotes innovative thinking and teamwork. Through this approach, students gain valuable practical experience, laying a solid foundation for their future professional careers.

2.3 Competition Activities ("Competition")

In implementing competition activities ("Competition"), the key is to create opportunities for students to exercise and showcase their skills through active participation and competition. Schools can regularly host or participate in various food science and nutrition-related competitions, such as the Food Science Innovation Competition. These competitions can be designed as interdisciplinary, encouraging student teamwork that combines science, technology, and creativity to solve real-world problems, such as developing new health foods or designing food safety solutions. These activities not only test students' academic knowledge and practical skills but also promote teamwork, innovative thinking, and project management skills. Additionally, schools should encourage students to participate in domestic and international professional competitions, serving as platforms to showcase talent and opportunities for learning and growth. Through participation in these competitions, students can exchange ideas with peers from different backgrounds and expertise, gaining new perspectives and inspiration. Such experiences are extremely valuable for students' personal and professional development.

2.4 Innovation and Entrepreneurship ("Innovation")

For the implementation of innovation and entrepreneurship ("Innovation"), it is necessary to cultivate students' innovative thinking and entrepreneurial spirit. In course design, teachers can encourage students to apply their knowledge in the field of food nutrition and hygiene to solve real problems or create new products through project-based learning, workshops, or creative labs. For example, students can explore how to use new technologies to enhance the nutritional value of food or develop new food preservation techniques. Additionally, schools can provide resources and guidance related to entrepreneurship, such as entrepreneurship lectures, mentoring teachers, or entrepreneurship incubators, to support students who aspire to transform their academic knowledge into business creativity. These resources not only help students understand market demands but also teach them how to transform ideas into viable business plans. Through this type of education, students develop not only academically but also gain more choices and possibilities for their future careers.

3. Conclusion

In conclusion, the "Teaching, Research, Competition, and Innovation" model has demonstrated its unique value and effectiveness in the teaching reform of the "Food Nutrition and Hygiene" course. Through this diverse and comprehensive educational approach, it not only pro-

motes students' theoretical knowledge acquisition but, more importantly, enhances their practical abilities, innovative thinking, and teamwork skills. The implementation of this educational model is of significant significance in addressing current challenges in the field of food science and meeting society's demand for high-quality professionals. In the future, there is a need to further refine and develop this teaching model to better align with the needs of students and the industry. This will contribute to the cultivation of more professionals with innovative spirit and practical capabilities, especially in an era of globalization and rapid change.

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First author introduction: Xiao Wu(1988-), female, Suzhou, Anhui, lecturer, master's student, research direction: food biochemistry

Exploration and Reflection on the Curriculum Construction of Vocational Undergraduate Applied Chemistry Major

Donghua Hu, Zhendie Yuan, Zhongyou Jiang, Zhongyao Du, Yang Sun*

Yunnan Normal University, Kunming 650500, China.

*Abstract:*Vocational education undergraduate applied chemistry major is of great significance in cultivating applied talents, however, the traditional curriculum and teaching mode can no longer fully meet the needs of students and the requirements of the industry. In order to improve students' practical ability, innovation ability and application ability to meet the industry demand and improve students' employment competitiveness, the curriculum construction of VET undergraduate applied chemistry major needs to be explored and considered. Taking the curriculum construction of VET undergraduate applied chemistry major as an entry point, this paper analyzes the challenges and problems faced in this field and puts forward a series of strategies and reflections.

*Keywords:*Undergraduate Vocational Education; Applied Chemistry; Curriculum Development; Practical Teaching and Learning

1. Significance of Vocational Education Undergraduate Applied Chemistry Specialization

First of all, applied chemistry is a highly applied discipline, and training applied chemistry professionals is crucial to meet the social demand for chemical applications. These professionals can apply chemical knowledge and technology in various fields to solve practical problems and promote the development of science and technology and social progress. Secondly, vocational undergraduate applied chemistry majors emphasize the cultivation of practical ability. Through laboratory teaching and practical internships, students can master practical skills, experimental design and data analysis ability, and develop the ability to solve practical problems. This makes it easier for Applied Chemistry graduates to adapt to the working environment and improve their employment competitiveness. In addition, Applied Chemistry majors have the advantage of cooperating with industries and enterprises. By cooperating with enterprises in practical projects, internships and employment training, students can be exposed to real working environments and projects, understand the needs of the industry, and adapt to the industry requirements in advance, which is conducive to the employment and career development of graduates Lastly, Applied Chemistry majors can also promote scientific and technological innovation and industrial upgrading. The research and application of applied chemistry can promote the development of new materials, new energy, environmental protection and other fields, contributing to the sustainable development of society and economy [1].

2. Challenges of Vocational Undergraduate Applied Chemistry Programs

(1) Rapid updating of knowledge

With the continuous progress of science and technology and the rapid development of the field of applied chemistry, new materials, processes and technologies are constantly emerging, and the speed of knowledge updating is accelerated. This brings a series of problems to the curriculum of applied chemistry majors. First of all, teachers need to follow up the latest research results and technological advances and update their knowledge base in time in order to impart the latest knowledge to students. However, this requires teachers to keep up with cutting-edge science through continuous learning and in-depth research. Secondly, the curriculum needs to be flexibly adjusted to introduce new research directions and cutting-edge technologies in order to cultivate students' ability to innovate and cope with changes. However, this also requires schools and educational institutions to have appropriate resources and capabilities, including the professionalism of the teaching team, the updating of experimental equipment and the improvement of laboratory conditions [2].

3. Strategies for Vocational Education Undergraduate Applied Chemistry Specialized Curriculum Construction

(1) Diversity and optimization of curriculum

First of all, the curriculum should cover the core knowledge and basic theories of applied chemistry majors. This includes basic cours-

es such as organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, etc., to lay a solid theoretical foundation for students. Secondly, specialized courses in the field of applied chemistry should be introduced. These courses can be selected according to the needs of the industry and students' interests, such as chemical process and equipment, environmental chemistry, food chemistry, pharmaceutical chemistry and so on. Through the study of these courses, students can understand the application needs and technical requirements of different fields and prepare for their future employment and research directions. Meanwhile, practical teaching courses, such as laboratory courses, internship courses and engineering practice courses, can also be set up. These courses can help students apply theoretical knowledge to practical operation and develop their practical ability and problem-solving ability. Practical teaching can also strengthen students' teamwork and communication skills and improve their comprehensive quality. In addition, the curriculum can include elective courses and professional orientation courses. Students can choose elective courses suitable for them according to their personal interests and career planning, such as material science, biochemistry, environmental monitoring and governance. Professional orientation courses, on the other hand, can provide more in-depth and specialized knowledge, helping students to deepen and develop in specific fields. In optimizing the curriculum, it can be adjusted and updated according to industry needs and student feedback. Regular course evaluations and surveys are conducted to understand the latest needs and development trends of the industry, so that course contents and settings can be adjusted in a timely manner to maintain the forward-looking and practicality of the courses. In addition, new teaching methods and technical means, such as online learning platforms and virtual laboratories, can be introduced to enrich the teaching forms and resources of the courses. This can improve students' learning effect and interest and stimulate their learning motivation. Through the diversity and optimization of the curriculum, students can be provided with comprehensive professional knowledge and practical ability, and their comprehensive quality and application ability can be cultivated. This will help them to be competitive in the field of applied chemistry and contribute to the development and innovation of the industry. At the same time, it can also improve students' competitiveness in employment and enable them to better adapt to and cope with the challenges of career development [4].

(2) Importance and innovation of practical teaching

First of all, practical teaching can help students apply theoretical knowledge to practical operation. Through experimental courses and practical projects, students can carry out experimental design, sample preparation, data analysis and other activities with their own hands, so as to deepen their understanding and mastery of theoretical knowledge. Practical teaching can also allow students to experience the working environment and operation process of the chemistry laboratory, and cultivate their experimental skills and safety awareness. Secondly, practical teaching can cultivate students' innovative ability and problem solving ability. In practical projects, students may face various challenges and difficulties and need to apply the knowledge and skills they have learned to solve problems. This process of thinking and innovation in practice can stimulate students' sense of innovation and problem-solving ability, and cultivate their creativity and practical ability. Meanwhile, practical teaching can also promote students' teamwork and communication skills. In practical projects, students usually need to cooperate with team members to accomplish tasks together. Through teamwork, students can learn to work effectively with others, coordinate division of labor, resolve conflicts, and improve teamwork and communication skills. In addition, practice teaching can also cooperate with the industry to carry out practical projects and internship activities [5]. Cooperating with enterprises, students can be exposed to the real work environment and project requirements, and understand the actual operation and technical requirements of the industry. Such practical experience can improve students' professionalism and employment competitiveness. In terms of the innovation of practical teaching, virtual laboratories, simulation practice software and other technical means can be introduced to provide more practical opportunities and resources. The virtual laboratory can simulate the real experimental environment and operation process, allowing students to conduct virtual experiments and develop their experimental skills and practical ability. The simulation practice software can provide real cases and problems for students to simulate the process of solving problems and cultivate their problem solving ability and innovative thinking. Through the importance and innovation of practical teaching, students can be equipped with practical ability, innovation and problem solving ability in the field of applied chemistry, which can lay a solid foundation for their career development. Practical teaching can also improve students' comprehensive quality and professionalism, enhance their competitiveness in employment, and enable them to better adapt and cope with the challenges of career development.

Conclusion

To summarize, the exploration and reflection on the curriculum construction of vocational undergraduate applied chemistry is of great significance for the cultivation of applied chemical talents. Through diversified curricula, emphasis on practical teaching and innovation, interdisciplinary cooperation and industry-oriented curricula, as well as the introduction of innovation and entrepreneurship education, students' practical, innovative and applied abilities can be enhanced to meet the needs of the industry as well as to improve their competitiveness in employment. These efforts aim to nurture professionals who can adapt to the development of the industry and promote the innovation and application of science and technology. Through continuous improvement and practice, we are expected to achieve positive results in the construction of the vocational undergraduate applied chemistry program and contribute to the cultivation of excellent chemical application talents.

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Project Information:

Research on Resource Point Integration and Curriculum Design of Patriotic Traditional Education Research in Jiangxi Province from the Perspective of Work, Curriculum, Competition and Certificate

Yuanyuan Xia

JiangXi Tourism&Commerce Vocational College, Nanchang 330000, China.

Abstract: Patriotic culture is like a shining pearl in the land of Jiangxi province, bloom dazzling brilliance. Anyuan, the source of the workers' movement, Nanchang, the birthplace of the people's army,Ruijin, the capital of the Soviet Republic, and many red sites and relics constitute the unique scenery of Jiangxi culture. It is necessary to fully explore the patriotic cultural resources of Jiangxi Province, integrate the research resource points, take the vocational skills competition as the guidance, and carry out the inquiry learning travel course design from the the perspective of work, curriculum, competition and certificate.

Keywords: patriotic cultural resources; inquiry learning resource points; work, curriculum, competition and certificate; inquiry learning travel course design

Introduction

In August 2023, the notice of "Making good use of red resources to Cultivate New generation in the era, Red Tourism Boost Education Action Plan (2023-2025)" mentioned the quality courses construction of red inquiry learning travel. Based on red tourism resources, the Ministry of Culture and Tourism will launch a number of red tourism research projects with clear guidance, distinctive characteristics, rich content, lively form and leading power in the new era for young people nationwide[1]. Inquiry learning travel is the product of cross-border integration of education and tourism. As a new and rapidly developing industry, the employment prospects are good. CCTV financial channel "Economic Information Broadcast" mentioned that the 2023 research market size reaches 146.9 billion, an increase of 61.6%, is expected to reach 262.2 billion in 2026. Jiangxi Province is rich in red traditional cultural resources, and research trips can train young students to know and understand history, remember the heroic deeds of red martyrs, and forge ahead. In April 2021, Vice Premier Sun Chunlan proposed the requirement of " work, curriculum, competition and certificate" for comprehensive education at the National Vocational Education Conference[2]. Jiangxi Province Vocational Skills Competition of inquiry learning travel Competition was held In December 2023, guided by vocational skills Competition, integrating rich red cultural resources in Jiangxi Province for course design.

1. Integration of Resource Point of Jiangxi Province Red Traditional Education Research Base

Jiangxi Province is rich in red traditional education resources, so it is necessary to give full play to the characteristics of local resources and create a practical course of "village, city and province situation research" with Jiangxi characteristics. Taking the spiritual culture research of Jiangxi red culture as the main line, summarizing the formation of Anyuan spirit, August 1 spirit, Jinggangshan spirit, Soviet spirit and Fang Zhimin spirit as the main line of inquiry learning travel learning tasks, and refining its spiritual connotation by highlighting spiritual characteristics. Fully develop and utilize the unique cultural value and educational value of Jiangxi red cultural resources, make it an important source of red traditional education and research trips for young people in all kinds of schools at all levels, and create the theme and characteristics of Jiangxi Provincial red traditional education and research routes. Combined with the 2023 Jiangxi Provincial Vocational Skills Competition inquiry learning travel competition, integrate the red traditional education, the research resources of Jiangxi Province are as shown in the following table:

City of Jiangxi Province	Suitable Research Base for Themed Red traditional education
Nanchang City	Local Chronicles of Jiangxi Province
	Memorial of Nanchang New Fourth Army Military Site
	Nanchang Xiaoping Road Chen Yun Old Residence Exhibition Hall
	Jiangxi red Martyrs Memorial Hall
	Fang Zhimin Martyrs Memorial Park
Yichun City	Memorial Hall of the Autumn Harvest Uprising of Tonggu County
	Hunan-Hubei-Jiangxi Red Research Practice Education Base in Wanzai Xianyuan
Jiujiang City	Bureau of the Cemetery of HU Yaobang
	Minshan Red Cultural Park of Laowu Farm Village in Chaisang District
Shangrao City	Shangrao Concentration Camp
	Fujian, Zhejiang, Anhui and Jiangxi red Site
Pingxiang City	Anyuan Road Mining Workers Movement Memorial Hall
Jian City	Jinggangshan Hongsheng Research Practice Education Base
	Jinggangshan City Youth Practical Education Base
	Yongxin county Dajinggang Research Practice Education Base
	Jinggangshan red Museum
Ganzhou City	Ruijin Hongyuan Memory Research Practice Base
	Central Soviet History Museum in Gannan Normal University
	County central Red Army Long March Departure Memorial Park in Ganzhou City Yudu
	Address of the Anti-Encirclement and Suppression War Memorial Hall in the Central Soviet Area
	General Garden in Xingguo
	Chang gang Township survey Memorial Hall
	Ruijin red Martyrs Memorial Hall
	Xingguo Red Scarf Junior Military Academy Research Practice Education Base

2. Create A red Traditional Education Curriculum with Jiangxi Characteristics

(1) Refining the characteristics of the theme curriculum of red traditional education

The curriculum design of inquiry learning travel should based on the characteristics of resources and fully explore the characteristics of research destination resources. The curriculum design of red traditional education subject research should rely on the carrier of red culture, promote patriotic education, continue the red spirit and inherit the red gene design research curriculum. The curriculum design of red traditional education subject research is divided from three aspects. First, stage. The design of the travel course should fully consider the characteristics of the students in different ages. The curriculum is designed according to different cognitive levels from grade four to grade six in primary school, grade one to grade two in junior middle school and grade one to grade two in senior high school. According to different cognitive levels, the study situation is analyzed, and different study topics and study course contents are designed to adapt to students of different ages. The second is the experience. The curriculum design of red traditional education subject research should rely on the carrier of

red culture, so that primary and secondary school students can participate in the experience, such as eating Red Army meals and walking the Red Army road. The third is research. Inquiry learning travel is the product of cross-border integration of education and tourism, and it is a walking classroom, focusing on educational attributes. Fully embodies "study in research". For students at the lower age, they mainly discover and record, listen to the story of red martyrs. Senior students focus on research, investigating red figures and stories.

(2) Design research courses based on textbooks and course standards

It is necessary to integrate the course design of inquiry learning travel with the content and course standard in the textbook. Taking students in grade 8 as an example, forming a correct and objective understanding of history, attaching importance to the search and interpretation of historical materials, and making use of them in learning and exploration activities was mentioned in the core quality of the history curriculum standards for compulsory education 2022. Nanchang Uprising Illustration Reading" and "Taking Social Responsibility and Building a Better Motherland" can be introduced to contextualized experience of grade 8 curriculum standard.

(3) Modularization of course design

It is necessary to optimize the content of different courses, introduce modular design ideas, and design theme-based courses that meet the needs of different research [3]. Taking the design of Nanchang's red traditional education theme as an example, the design of the research course takes "Remembering red martyrs and inheriting century-old beliefs" as the course theme, and designs four unit courses around the theme. Course unit one is to trace the red footprint, trace the heroic deeds, relive the momentous years, and explore the red footprint across the time and space tunnel. Lesson Unit 2: Centuries-old beliefs in letters home. Read the red letter and tearful faith poem; See "Lovely China" how to inspire the hearts of Chinese children; Module three is about China in Faith. Visit the museum of the old site of the New Fourth Army, organize a relay race and grate for the sacrifice of our ancestors. Module four is the Power of continuing faith. To answer the questions of the times of the forefathers, to tell a good red story relay, think about today's world, enrich the background of life struggle, do not forget the original heart.

3. Conclusion

With curriculum as the carrier and vocational ability as the main line, this paper integrated the resources of red traditional education research in Jiangxi Province and designed the theme curriculum of red traditional education. Guided by the Vocational Skills Competition, the major of travel Service and Management will strengthen students' practical skills, fully tap the red cultural resources of Jiangxi Province, and promote primary and secondary school students to inherit red culture and establish ideals and beliefs. Design high-quality research courses, integrate experiential and research-based course forms into the course design, so that primary and secondary school students can get real growth during research trips, and improve the overall quality of inquiry learning travel.

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The Application of "English Fun Dubbing" App in Speaking Learning in Multimodal English Model

Dazhong Shu[1*], **Fang Li**[2], **Linjun Zeng**[1], **Qinglin Wang**[1]

1.Saxo Fintech Business School, University of Sanya, Sanya 572000, China.
2.International Education College, Hainan College of Economics and Business, Hainan 570000, China.

Abstract: The "English Dubbing" APP provides users with a more interactive and fun speaking learning experience by allowing them to imitate and follow along with English dialogues in various scenarios through the in-app dubbing function, thus improving their ability in oral expression. In addition, the "English Fun Dubbing" app also allows users to improve their voice accuracy by reading along. Under the multimodal English model, "English Dubbing" APP combines text, sound and video to provide users with all-round learning support and help them better understand and master spoken English. The Significance and Value of "English Fun Dubbing" APP for Speaking Learning With the rapid development of modern information technology, more and more education and teaching modes are beginning to develop in the direction of multimodality. In this paper, we will take oral learning in multimodal English mode as an entry point to discuss the application of "English Fun Dubbing" APP in oral learning in multimodal English mode and its significance and value to oral learning.

Keywords: "English Fun Dubbing" APP; Multimodal English Model; Oral Learning; Application

1. Introduction

The "English Fun Dubbing" APP has many advantages in oral learning under the multimodal English mode, and its interactive and interesting enhancement stimulates the learners' interest and enthusiasm in learning. The application of multimodal English mode makes the learning process more vivid and real, and can be customized and adjusted according to the user's individual needs. By combining text, sound, video and other media forms, the "English Fun Dubbing" App provides users with an all-round learning experience, which helps to improve their English speaking skills and self-confidence. Therefore, the application of "English Fun Dubbing" APP in oral learning is of great significicance and value, and it is believed that it will provide a better learning platform and opportunity for English learners.

2. Advantages of the "English Fun Dubbing" App in Multimodal English Learning

2.1 Interactivity and fun enhancement

The application of "English Fun Dubbing" APP in oral learning in multimodal English mode has great advantages, one of which is the enhancement of interactivity and fun. Through the dubbing function of the APP, learners can participate in various interesting scenarios, mimic and read along with virtual characters. This interactive way of learning allows learners to be more actively involved in the learning process, increasing their motivation and initiative. This interesting way of learning stimulates learners' interest in oral learning and makes the learning process more enjoyable and effective[1] .

2.2 Multimedia forms of learning support

The application of "English Fun Dubbing" APP in oral learning in multimodal English mode also has multimedia learning support, which combines various media forms such as text, sound and video to provide learners with all-round learning support. Learners can read the text to understand and master the content of the dialogues, and at the same time improve their oral expression skills by reading along and imitating. The addition of sound makes learning more vivid and realistic. Learners can listen to English spoken dialogues in real-life scenarios and imitate the pronunciation and intonation, thus improving the accuracy and naturalness of oral expression[2] .

3. The Application of "English Fun Dubbing" App in Oral Learning in Multimodal English Mode

3.1 Lack of realistic scenario simulation

The "English Fun Dubbing" app lacks real scene simulation in multimodal English learning. Although the app provides a variety of interesting contextual dialogues, some of them may be too simple or artificially created to fully simulate real oral communication scenarios. This results in learners not being able to truly feel the challenges and variations of oral expression and having difficulty adapting to real oral communication environments. For example, the dialogues may lack common real-life speaking problems, accent variations and listening difficulties. In addition, the background setting of the dialogues may be far from the real situation and cannot meet the learners' needs in real communication.

3.2 Lack of personalized learning support

The "English Fun Dubbing" app lacks personalized learning support in multimodal English learning. Although the app allows learners to choose different dialogue situations and difficulty levels for learning, it lacks personalized learning plans and learning content. Each learner has different speaking levels, learning goals and learning styles, and needs personalized learning support and guidance. Due to learner variability and the diversity of learning needs, generic conversation contexts and difficulty options may not meet the needs of all learners. This makes it possible for learners to make incorrect pronunciation, grammatical errors, or intonation problems in their oral expressions that cannot be corrected in time.

4. The Application Strategy of "English Fun Dubbing" App in Multimodal English Learning

4.1 Enriching the dialog of real scenarios

In order to improve the effectiveness of the "English Fun Dubbing" app in multimodal English learning, it is very important to enrich the dialog content of real scenes. Currently, the app provides some interesting contextual dialogues, but there is still room for improvement in terms of authenticity. Consideration can be given to adding more common speaking questions and scenarios in daily life, such as shopping, dating, working, traveling and so on. Such conversation scenarios can help learners better adapt to the real oral communication environment and improve their communication skills and accuracy of oral expression. In addition, some dialog clips from real-life scenarios, such as business presentations, telephone customer service, interviews, etc., can be introduced to help learners better cope with speaking challenges in various real-life scenarios[3] .

4.2 Provide varied accent and intonation imitations

In the multimodal English mode of speaking learning, learners should have the opportunity to imitate different accents and intonations. The "English Fun Dubbing" App can add English accents from different countries or regions, such as American, British and Australian accents, for learners to imitate and read along. Such exercises help learners familiarize themselves with the phonetic characteristics of different accents and improve their listening comprehension and oral expression. In addition, by adding variations in emotion and intonation, learners can be made more flexible in their use of oral expression, thus improving fluency and naturalness of speaking[4] .

4.3 Personalized learning support and guidance

Personalized learning support is essential for improving learners' speaking skills, and the "English Fun Dubbing" app can provide personalized learning support and guidance based on learners' speaking level and learning needs. Personalized learning support includes intelligently recommending conversation materials of appropriate difficulty according to the learner's level, and designing personalized learning routes and goal settings. This means that learners can choose the right conversation materials according to their level and set goals according to their learning progress. In addition, personalized learning guidance is key and can include detailed explanations and demonstrations of learner errors and problems, personalized voice correction and speaking skill instruction. Through personalized learning support and instruc-

tion, learners can more effectively improve their oral expression and strengthen their voice accuracy and fluency.

4.4 Instant error correction and feedback functions

The application of "English Fun Dubbing" App in multimodal English mode of oral learning adds the function of instant error correction and feedback, which can effectively help learners correct errors and problems in oral expression in time and improve the accuracy and fluency of oral expression. By utilizing speech recognition technology, the application can detect the accuracy of learners' pronunciation, grammar and intonation in real time. Once problems are detected, the system can give immediate correction and guidance to help learners adjust their pronunciation, improve grammatical errors, and better understand and apply intonation. Such instant error correction and feedback features effectively provide personalized learning support and guidance, enabling learners to quickly correct errors and improve the quality and effectiveness of their oral expression[5] .

4.5 Active and interactive communities and sharing of learning resources

In order to further enrich the application of the "English Fun Dubbing" APP for oral learning in multimodal English mode, we can consider creating an active interactive community and learning resource sharing platform. This community can allow learners to exchange and share their speaking learning experiences with each other. Learners can ask questions, answer doubts, interact with other learners and share their learning experiences and methods in the discussion forum. In addition, study groups can be set up so that learners can study and practice speaking together in groups and encourage and support each other. Regular online activities such as speaking corners and debates can also be organized to create more opportunities for speaking practice. Such an active and interactive community and learning resource sharing platform will inspire learners and facilitate their progress in speaking.

5. Conclusion

The study of the "English Fun Dubbing" APP in multimodal English mode for oral learning will help us to further understand and recognize the important role of this application in improving learners' oral expression ability. By enriching authentic dialogues, it not only provides learners with personalized learning support and guidance, but also adds instant error correction and feedback functions, creates an active interactive community, and provides learners with a learning resource sharing platform. These innovations will provide us with better reference and help for the application of oral learning in the multimodal English model. Learners can practice speaking in different scenarios, get personalized guidance through voice recognition technology, quickly correct mistakes, and make progress with other learners. This will open the door to a wider range of spoken language learning and help them improve their oral expression.

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Application of CLT in College English Vocabulary Teaching

Jiayi Liu, Muhan Liu

College of Foreign Languages, Qingdao City University, Qingdao 266000, China.

Abstract: The goal of foreign language teaching is to broaden the variety of communication settings in which the learner can concentrate on meaning without being distracted by linguistic form. Vocabulary is the center of language learning, so it is important to deal with the communication law in the application of vocabulary teaching. However, nowadays, in the college vocabulary teaching classes in China, students only passively accept the words, remember the meaning and form of words by rote, and lack the opportunity of application and communication. Therefore, applying CLT can promote the accumulation of the vocabulary which occurs more significantly in the real context.

Keywords: Communicative language teaching; Vocabulary teaching; College English

1. Introduction

With the development of the global economy, more and more attention has been paid to the cultivation of students' ability to use English. The development of usable communication skills to suit the needs of immediate or long-term social contact has always been the purpose of most organically occurring or out-of-school language acquisition throughout the world's history (Savignon, 2007). Therefore, the communicative language teaching approach becomes more and more important in language teaching and appears to be the current trend in ESL/EFL education nowadays.

The communicative language teaching method attaches great importance to the cultivation of students' language ability, adopts real and authentic language materials, advocates sentence patterns and situations to learn the language, and encourages students to contact and use foreign languages more. As Richards and Rodgers (2014) say CLT has been described as an approach aimed at making communicative competence as the goal of language teaching and building strategies for teaching the four language skills that understand the connection between language and communication by both American and British proponents.

Therefore, the use of CLT in language teaching will also have a significant impact on students' vocabulary acquisition. Communicative approach teaching pays attention to the function of vocabulary in sentences and texts. In teaching, the teacher combines boring and abstract vocabulary teaching with the practical communication process. Students actively use language and use vocabulary to communicate in the corresponding context set by the teacher, and they can integrate specific vocabulary into the real language. In this way, it is easy to memorize words and improve the efficiency of English vocabulary learning.

2. Literature review

2.1 Definition of CLT

Celce-Murcia (2001) points out that the creation and implementation of programs and approaches that facilitate the development of functional language ability through learner engagement in communicative events have been the primary emphasis of CLT. What's more, Savignon (2007) says that the goal of CLT is for students to participate in communication to enhance their communication skills.

Littlewood (1981) pays close attention to both functional and structural components of language, that is, when we teach language, we must examine not only the forms and rules of the language but also how to apply the forms and rules in the appropriate context and at the appropriate moment. Brown (1941) describes CLT as follows: according to CLT, the grammatical structure should be better classified under multiple functional categories. As teachers strive to improve fluency, CLT makes extensive use of actual language, but not at the price of clear, unambiguous, and direct communication. Not only are we concerned with the immediate classroom work, but also with how to support lifelong language learning among our students. According to Littlewood and Brown's interpretation of CLT, additional activities about students' real lives should be conducted by English teachers during their courses to help students make real use of the words they learn in class.

As mentioned above, different linguistics provide different definitions for CLT. CLT's purpose is to build students' communicative competence, which involves both language knowledge and understanding of how to use language effectively in communicative contexts. This is something they emphasize frequently.

2.2 CLT in vocabulary teaching

The study of vocabulary teaching and learning has a long history. As the study of vocabulary has progressed, several ideas have been utilized to expand vocabulary teaching methods. Many studies think that in the process of learning a foreign or second language, CLT in vocabulary instruction should be given more attention.

There are numerous methodologies to increase vocabulary size that demand less teacher work and classroom time while also providing huge benefits. These methods entail the acquisition of vocabulary by chance because of encounters with words in speaking and writing. Although incidental learning is not as successful as direct learning for any individual word, incidental learning provides so many more possibilities that it accounts for the majority of first-language vocabulary acquisition (Nation, 2013). What's more, Wallace (1982) said that now we should look at contexts at different levels and discuss how they might be used to teach vocabulary.

Widdowson (1978, p.26-31) proposed the "Teaching New Vocabulary In the Context" view. Schmitt (1995) proposes effective communication vocabulary teaching must have the following conditions (1) Learners need to master certain vocabulary to make speculation words; (2) The learner needs to have a certain understanding of the background knowledge of vocabularies; (3) There must be sufficient clues in the context to assist the guess of the words.

As mentioned above, some related literature on CLT studies in vocabulary teaching and learning has been reviewed, and a conclusion can be reached that CLT is an effective teaching method that highlights students' real-life experiences. The findings of the studies add to the body of knowledge on CLT in vocabulary teaching, as well as presenting more demand to make the best use of CLT and discover solutions to its flaws.

3. Discussion

In this part, I will discuss three principles of CLT in college English vocabulary teaching in China.

3.1 Learning vocabulary in context

It's easy to comprehend a word's real communicative meaning and use it if there is a great amount of situation knowledge in students' minds. Thus, what the teachers should do is to enlarge students' situation knowledge, arouse their communicative desire to attain the communicative aim. The teacher can show some pictures and put forward some questions in the lead-in part to draw students' attention and arouse students' interest in the new vocabulary they will learn.

Nowadays, although some teachers can explain the pronunciation, common structure, different meanings, and usage of words, they also give different example sentences for students to translate when they teach English vocabulary, the text is out of touch with real life and is less vivid. When students encounter words in future learning, they often cannot remember the context created by the teacher, and it is difficult to deeply remember the meaning of the words. It is easy for students to have a mechanical passive rote learning way.

As Wallace (1982) says, teaching vocabulary in a spoken or written context has solid grounds. Therefore, it is important to improve the efficiency of memorizing words by creating real context and cultivating students' communicative competence. What's more, teachers should not only connect words to context but also create new, rich and interesting contexts that can help students understand the meaning of words.

3.2 Apply words for communication

The fundamental task of our language teaching is to cultivate students' future language communication abilities. Language-communication is parasitic in real life. Therefore, in order to improve the efficiency of students' vocabulary learning and memory, we must focus on improving students' communicative competence. To improve interpersonal skills, teachers should place students in a communicative environment where they learn to use different vocabulary in different environments.

Allen (1983) mentions that vocabulary issues and communication are closely related. However, in the history of Chinese foreign language teaching, grammar is always dominated in language teaching, and most of the vocabularies are self-study by students, so it is difficult for students to master communicative skills. What's more, in the most English classes in Chinese college, teachers are given a significant role in the teaching process. Teachers use the traditional method to teach students the meanings of vocabulary, while students' activities are often more focused on linguistic analysis than on practicing using the vocabulary in conversation, and they have few opportunities to practice with other students using the new vocabularies they learn. Students will become bored with studying vocabulary as time goes on and will see memorizing vocabulary as a chore; as a result, they will be unable to learn English effectively in or after class. Therefore, it is extremely necessary to apply CLT in vocabulary learning and give students more chances and initiative to communicate and practice with new words.

3.3 Use language appropriately in certain situations

As mentioned above, there are lots of authors who argue that it is important to use language in different social contexts appropriately. Especially Hymes (1972) accentuates the importance of appropriateness of the use of language in the specific context. What's more, Palmer and Bachman (1982) point out the definition of strategic competence which deserves to be thought of in vocabulary teaching. He says that the term "strategic competence" refers to a set of verbal and nonverbal communication methods used to compensate for grammatical and sociolinguistic inadequacies, as well as to adapt to the fluctuations of the communication context. In other words, it refers to a person's mental ability to employ a wide range of language knowledge in a given communication setting. As a result, strategic competence acts as a bridge between the classroom and the real world, helping students to put what they've learned into practice. However, in China, although most English teachers can pay more attention to the meaning of vocabulary, they seldom set different contexts to let students have chances to apply words, and students do not know how to choose different words in different settings appropriately, which is extremely critical to students' communicative competence. Therefore, it is true that the ability of college students of using vocabulary in communication in certain situations is necessary to be improved.

In summary, for college students, only knowing the meaning, pronunciation, form of the word is not enough. They must learn how to use words in daily communication and be able to use the right and proper words in different situations to achieve the purpose of communication.

4. Conclusion

There is no doubt that CLT makes a positive influence on the strategies of learning vocabulary. With the training of communicating with the new words, putting the explanation in the context, and introducing some building of words and words learning strategies, students' ability to use the meaning from the context and some other affixes were improved which can indicate that CLT is more effective in helping students to memorize words. This may prove that CLT has a positive influence on the strategies of learning vocabulary.

However, taking CLT into English vocabulary teaching does not mean that the traditional teaching method is abandoned. Each teaching method has its own merits and shortcomings. And the traditional teaching method has made a contribution to English teaching in the aspect of ensuring accuracy indeed. In China, students' English courses are taught as a foreign language, so to update the English teaching method in college English classes, all the situations need to be considered and the best way to exploit the advantages of these two teaching methods is to combine the CLT with traditional teaching structures.

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Missing Value Filling Research Based on Ensemble Learning

Jianqiao Sun

Yanshan University, Qinhuangdao 066000, China.

Abstract: This paper studies missing value filling and compares the filling effects of five methods: Mean, KNN, Random Forest, GBDT, and Stacking under different missing proportions, proving the superiority of ensemble learning algorithms in filling performance when multiple feature values are missing. Then the missing value filling method of KNN+integrated learning is proposed to further improve the filling performance.

Keywords: Missing Value Filling; Ensemble Learning; KNN

1. Introduction

Faced with the problem of missing data, the research of experts and scholars in the missing value filling is also enriched. Zheng Zhi-quan and others [1] weighted the general K-nearest neighbor algorithm by using Gaussian function and proved that the weighted K-nearest neighbor algorithm is superior to the traditional K-nearest neighbor algorithm in terms of filling effect regardless of the size of the K value. Du Yingkui and others [2] used mean value method, regression method and multiple interpolation method to process missing values to improve the prediction level of LSTM model. Zhang Xiaoqin and Cheng Yuying [3], due to the special geometric properties of component data, cannot directly apply traditional filling methods to such data, so they proposed an iterative filling method for missing values of component data based on random forest. Atiq and others[4] combined KNN filling with deep learning classifier to predict coupon acceptance and obtained relatively good results.

Integrated learning has a long history and is difficult to trace back. It has been continuously enriched and perfected and applied to all fields of human production and life. Zhang Mingwei and others [5] proposed a new diabetes detection method based on Stacking integrated learning. Shi Yuntao and others [6] used the method of Stacking to establish models in order to analyze and warn the security risks of meat and meat products in major activities, and achieved good results.

On the basis of the above research, this paper compares a variety of filling methods, and improves the method with better performance under different loss rates, in order to improve the filling performance and restore the real data to the maximum extent.

2. Knowledge preparation and filling experiment

The most commonly used missing value filling methods are statistic filling and regression filling. In this paper, Mean in statistic filling, KNN (k-Nearest Neighbor) and Random Forest in regression filling are used. GBDT (Gradient Boosting Decision Tree) and Stacking are compared with five methods. Among them, Random Forest, GBDT and Stacking are integrated learning algorithms.

The statistical filling method usually uses the mean, median and mode of the feature of the missing variable to fill in the missing value, while the regression filling method usually uses various algorithms to perform regression prediction on the missing value to achieve the filling of the missing value. This paper mainly selects the following algorithms for regression prediction. These include a single learner KNN and integrated learning methods Random Forest, GBDT, and Stacking.

(1) KNN

KNN is one of the most common supervised learning methods, through a given test sample, find the nearest K samples, and make predictions according to the nearest K "neighbors". Usually, in the classification task, the category that will appear the most is taken as the result by voting, and in the regression task, the average value is calculated as the result, and the result can be obtained by weighted voting or weighted average according to the distance. The distance in this paper is measured using Euclidean distance with a K value of 5, and all "near neighbors" are treated equally without weighting.

(2) Random Forest

Random Forest is a typical representative of Bagging in ensemble learning. Bagging uses self-sampling to generate different basis learners, and Random Forest adds random feature selection on the basis of it. That is, when selecting segmentation points in each decision tree, a feature subset is randomly selected first, and then the segmentation points are selected on this basis. This article allows each tree to choose among all the features.

(3) GBDT

GBDT is a kind of ensemble learning Boosting. The loss function in GBDT can be an arbitrarily differentiable function that influences the establishment of the next base learner by fitting the residual, and samples and features can be sampled before the tree is built.

(4) Stacking

Unlike the Random Forest algorithm and GBDT algorithm that are homogenous integrators above, Stacking is heterogeneous integration. It can integrate multiple different types of learners. It can be regarded as both an algorithm and an integration strategy. When Stacking is applied, this paper selects Random Forest, GBDT (Gradient Boosting Decision Tree), XGBoost, and Stacking is selected in this paper. LightGBM(Light Gradient Boosting Machine), SVM(Support Vector Machine), KNN are first-level learners, and linear regression are second-level learners.

This paper uses Aliyun Tianchi industrial-steam volume forecast data set to carry out the missing value filling experiment. In order to compare the filling effect of different filling methods, five features were randomly hollowed out with 5%, 10%, 20% and 30% missing proportions respectively.

When Mean is used to fill in the missing value, the mean of each feature is directly calculated to fill in the missing value. When the regression filling method is used to fill in the missing values, the proportion of missing values of each feature is sorted first, the feature with the least missing proportion is filled first, and the missing values of other columns except the selected filling column are filled with Mean. The set of rows with non-missing data in the filling column is the training set, and the set of rows with missing data in the filling column is the test set. Use the selected algorithm to train using the training set. The test set is then input to generate data of missing positions and return the original data set to fill in the missing values. And so on, the missing values of the next feature are filled until all the missing values of the feature are filled.

3. Experimental results and method improvement

In this paper, the average absolute error (MAE) is used as a measure of filling effect. The calculation formula is as follows:

$$MAE = \frac{1}{N}\sum_{i=1}^{N}|\hat{y_i} - y_i| \quad (1)$$

MAE results with different deletion ratios are shown in Table 1. It can be seen from the table that under the four missing proportions of 5%, 10%, 20% and 30%, the filling effect of heterogeneous integrated Stacking is the best, followed by Random Forest. On the whole, the filling effect of integrated learning algorithm is better than that of mean filling and single learner filling.

Table 1. Comparison of filling effect of each algorithm under different missing ratio.

Missing ratio	Mean	KNN	RandomForest	GBDT	Stacking
5%	0.725	0.318	0.254	0.289	0.211
10%	0.753	0.347	0.253	0.282	0.215
20%	0.745	0.345	0.268	0.288	0.228
30%	0.735	0.352	0.279	0.297	0.238

In the missing value fill above, the quick fill uses traditional mean fill. In this paper, KNN is added for the first round interpolation (KNNI) when the missing value filling process is optimized. KNN is one of the most common supervised learning methods in which the mean value is calculated as a result in a regression task. This paper presents a KNNI-Stacking method based on weighted average of distance and stacking to further improve the accuracy of missing value interpolation.

Figure 1 shows the comparison of MAE before optimization and the optimized KNNI-Stacking method. It can be seen from the figure that KNNI-Stacking methods with different missing proportions achieve lower MAE and higher filling accuracy than before optimization.
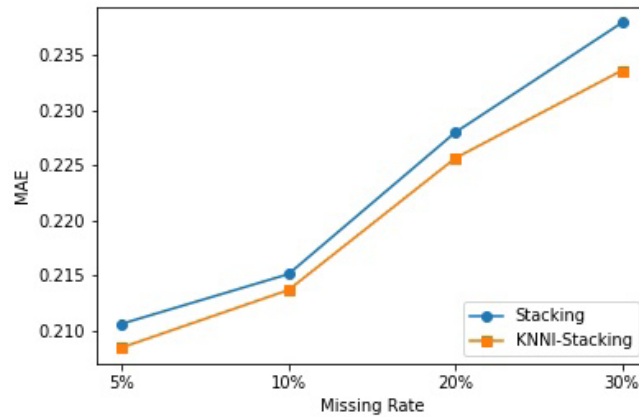
Figure 1. Comparison of interpolation effect before and after optimization of missing value interpolation method.

4. Conclusions

Based on the data missing problem, this paper compares different filling algorithms and draws the conclusion that ensemble learning algorithm has advantages in filling missing values. Meanwhile, KNN+ ensemble learning method is proposed to further improve the filling performance.

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Practice and Reflection on Teaching Design Based on Learning Needs

——Take a Chinese wisdom class as an example

Mingwei Zhu

Chongqing No.18 Middle School, Chongqing 400000, China.

Abstract: This paper mainly discusses the practice and reflection of teaching design based on learning needs in smart classrooms. Mainly for the internet-plus era, with the help of tablets and other equipment, how to better design the classroom based on student's learning needs, change the teaching process, always adhere to the fundamental premise of learning needs, and try and reflect on the practice of changing "what I teach" to "what students need to learn".

Keywords: The Need For Learning; Instructional Design; Practice And Reflection

1. Introduction

The classroom is not a static preset, but a dynamic generation. Under the background of smart internet plus, the smart classroom supported by big data has a profound impact on the changes in the form, content and teacher-student relationship of the classroom. Under the background of smart classrooms in the new era, the teaching design based on the needs of the learning situation is completely achievable soon. Given this, I take a Chinese intelligent classroom as an example to talk about my practice and reflection on teaching design based on students' learning needs under the guidance of an intelligent classroom.

2. Concept explanation

2.1 Smart classroom

Smart classroom refers to the use of computer technology, network technology, communication technology and scientific and standardized management on campus to integrate, integrate and fully digitize all information resources related to learning, teaching, scientific research, management, and life service in the classroom, to form unified user management, unified resource management and unified authority control. [1]Focus on students accessing the campus network and Internet through Wifi on the mobile device side to facilitate access to learning resources; Teachers use multimedia teaching equipment to connect with a wireless network to check students' learning, prepare lessons, and carry out scientific research anytime and anywhere. Its core is the classroom use of wireless networks to realize paperless teaching.

2.2 The Need for Learning

Learning needs are the diagnosis, evaluation, and analysis of factors affecting students' learning carried out by teachers for effective teaching, to provide accurate information and basis for teachers' effective teaching behavior. The need for learning situations is an important growing point of teaching research, and its connotation is mainly as follows: the purpose of learning situation needs is to "determine teaching by learning" and "guide teaching by learning" The theoretical basis of educational psychology for learning needs is Vygotsky's educational thought of "zone of proximal development". The deepening of the study of learning needs reflects that the concept of new curriculum reform has gradually penetrated teachers' educational and teaching behavior. The concept of teachers' learning analysis is trying to shift from subject-based and knowledge-based to paying attention to every student, and students' subjectivity has been paid more and more attention, which is no longer a materialized view of students.[2]

3. The practice and reflection of instructional design

Teaching design is an idea and plan to arrange the teaching elements in an orderly manner and determine the appropriate teaching

scheme according to the requirements of curriculum standards and the characteristics of teaching objects. Generally, it includes teaching objectives, teaching difficulties, teaching methods, teaching steps, and time allocation. Its purpose is to improve teaching efficiency and quality, so that students can learn more knowledge in unit time, greatly improve students' abilities in all aspects, and thus enable students to achieve good development.[3]

Teaching design in smart classrooms can greatly change teachers' teaching pursuit of maintaining syllabus and curriculum standards, and can design teaching from students' learning needs in a practical and better way.

3.1 The introduction of new courses is easier to stimulate interest

In the writing training class "Make the Story a Little Waves", I tried this kind of course design based on the needs of learning:

Teacher: The Journey to the West is a well-known classic, which has influenced hundreds of millions of Chinese children. It can be said that as long as we are from China, we are all more or less affected by The Journey to the West.

（1）. Discussion: What attracts us to such an attractive Journey to the West? (Students discuss and speak for 3 minutes)

（2）. What is the most impressive story in The Journey to the West in your memory? (2 minutes) [Need tablet and blackboard writing interaction] (academic investigation)

A, Monkey King Thrice Defeats the Skeleton Demon   B, Lotus Cave

C, Three-tone Banana Fan   D, others.

（3）. Group discussion:

These stories are deeply imprinted in our memory. Let's discuss them in your group. What are the common characteristics of the plots of these stories? (Students discuss for 4 minutes)

Alternative answer: The plot of a good story should have aspirations. The plot of a good story should have obstacles (setbacks). The plot of a good story needs to find ways to overcome these obstacles.

Summary: The key to writing a good story is to let the protagonist try to overcome an obstacle under the control of desire and action. Can be refined into: (3 minutes)

In the second session, with the help of the tablet computer in their hands, students choose the options set by the teacher in time, and the big data in the background immediately generates statistical tables or tree diagrams. When the teacher chooses to roll up, the results selected by the whole class are immediately displayed (the result of choosing A is the most). The next part of this lesson is based on the Monkey King Thrice Defeats the Skeleton Demon selected by the students.
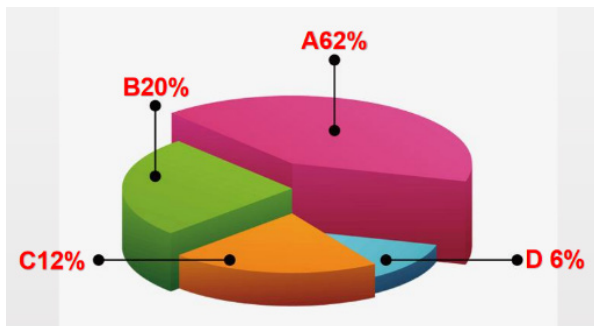
Figure 1:Statistics

From here, what we can see is that in the process of investigation of learning situations, the original classroom is more about raising hands and making statistics on the spot. When we use the tablet computer, we can get the results intuitively and vividly in time, show the students' choices, and promote the possible process of classroom selection in time.

This kind of teaching design and classroom process is based on the needs of the learning situation, teachers and students have higher enthusiasm for participation and more focused energy, and the final effect is naturally the best.

3.2 The new curriculum process teaching-easier to generate in time

In the process of smart classroom teaching, with the support of the internet plus big data, every link of teaching can be adjusted as quickly as possible in the process, that is, according to the needs of students, the teaching design can be revised promptly in a real sense to meet the needs of students to the greatest extent. Therefore, in the context of Internet Plus, the smart classroom supported by big data can prompt teachers to reflect on themselves in time and grow faster.

In the teaching of "Let the Story Plot Be a Little Waves", when we discuss the conclusion that a good story needs to be driven by a desire to break through multiple obstacles, student S said this:

"Teacher, in the story of" Monkey King Thrice Defeats the Skeleton Demon ", I also saw the versatility of wishes, obstacles, and actions. You see, it's a wish for the Tang Priest and his disciples to learn from the scriptures. It's an obstacle to meeting Bai Gujing, and it's a concrete action for Sun Walker to identify Bai Gujing and kill him. However, as far as Bai Gujing is concerned, there is also a desire to eat Tang Yan's meat. It is an obstacle to encounter the Monkey King and become a different human form three times. "

Student's conclusion is drawn from the discussion and analysis of the whole class, combined with the triangle icon relationship generated in time, and summarized in his dialectical thinking.

Teachers guide "right" in time. S students' discovery is unique and brings us new thinking. Let us see the contradictory sides in the story, consider the multi-faceted nature of things from both sides and provide a better way and method for thinking. "

3.3 New curriculum process resources-easier to timely summary

In traditional teaching, the teaching process is linear and the interaction of resources is unidirectional (often teacher → student, student → teacher, student → student)[4]. The biggest deficiency of this kind of classroom is that it is difficult to generate and share resources in time. In the smart classroom, with the help of the Internet and tablet computers, the traditional single linear process can move towards interactive multi-dimensional digital and storage classrooms. Teachers and students can not only see the learning process of themselves and others in a fixed classroom, but also watch the growth process of each class at any time where there is internet, and can also dispatch classroom resources generated by other students in time for themselves to study, polish and think again.

The last link in the teaching of "Make the Story a Little Wave" is also to show the short essays created by students in class on time. We take the steps of uploading photos backstage for preservation-timely display so that every student can see his achievements and learn from others' strengths.

From here, we can be delighted to see that the traditional students who are too shy to show off have to participate in the show today (either in class or after class). When the whole class uploads successfully, the computer background automatically summarizes and stores it in a folder, so that teachers and students can read and learn about other people's achievements at any time and any place with the help of the Internet.

4. Conclusion

In the future learning under the guidance of smart classrooms, teachers have changed from being the chief inequality to being the companion of students' growth and the participant in knowledge acquisition. In a more equal and respectful environment, in the process of improving knowledge and skills, they can realize the symbiosis of each other's quality of life and win-win value pursuit.

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Research on the Influence Mechanism of Employee Satisfaction in Education and Training Institutions under the Double Reduction Policy

Honggang Li , Rapassa Roung-onnam

North Bangkok University, Bangkok 10220, Thailand

Abstract: With the implementation of the policy of double reduction, the number of cultural training institutions has gradually decreased, while the educational institutions of art training have maintained a relatively stable operation. However, in this policy environment, even art teachers are facing potential business risks. In this context, art education and training institutions should pay close attention to teachers' job satisfaction, because teachers' job satisfaction is directly related to the core competitiveness and long-term sustainable development of art education and training. This paper takes the teachers in Chengdu training industry as the research object, takes job satisfaction as the breakthrough point, and uses the research methods of content analysis and questionnaire survey to deeply discuss the specific performance of factors such as work pressure in the work of teachers in Chengdu training industry.

Keywords: Double Reduction Policy; Education And Training;Employee Satisfaction; Education Development;Work Pressure

1. Introduction

Under the influence of the double reduction policy, employees' job satisfaction has gradually declined, and the education and training industry seems to be facing severe challenges. Whether it is the cultural training institutions that are still operating or the art training institutions that are relatively less affected, their teachers are caught in the crisis brought about by the double reduction policy. This not only makes students and parents have a certain sense of resistance to the whole education industry, but also further aggravates the difficulties faced by educational institutions.

2. Research value and significance

2.1 Theoretical significance and value

Theoretically speaking, most of the current research mainly focuses on teachers in the education and training industry, and the scope of this research is relatively narrow. For the leaders of training institutions, academic circles pay relatively little attention and there is a big research gap. In terms of theoretical value, we deeply refer to the classic literature at home and abroad and construct a relatively perfect model.

2.2 Practical significance and value

In terms of practical significance, although the double reduction policy has only been implemented for more than two years, it has greatly affected the working environment and career development of the majority of training teachers. In terms of practical value, through in-depth study of the influencing mechanism of teachers' job satisfaction, we provide an important reference for the education and training industry, aiming at making teachers more clear and confident in their work and eliminating doubts in their work.

3. Theoretical basis

3.1 Maslow's hierarchy of needs

Abraham maslow's hierarchy of needs theory was formed in 1950s, and it was first put forward in "New Perspectives of Human Motivation". This theory tries to explain the driving force and motivation of human behavior, and divides human needs into five levels according to the hierarchy, forming a pyramid-shaped hierarchical structure. When considering the paper framework of job satisfaction, we can introduce this theory to understand the needs and motivations of employees in the work environment, and then analyze the formation of job satis-

faction.

3.2 Alderfer's ERG theory

ERG theory (Existence, Relatedness, Growth) was developed by American psychologist Clayton Alderfer in 1960s. He reinterpreted and expanded Maslow's hierarchy of needs theory. ERG theory divides human needs into three levels, namely, existence needs, relationship needs and growth needs. Compared with Maslow's five-level theory, ERG theory is more concise and flexible, allowing individuals to pursue multiple levels of needs at the same time.

4. Research and conceptual framework of research

4.1 Herzberg's Two-Factor Theory

Herzberg's two-factor theory, also known as motivation-hygiene theory or motivation-satisfaction theory, is a theory about work motivation and satisfaction put forward by Frederick Herzberg in 1950s. According to this theory, job motivation and job satisfaction are composed of two groups of factors: Motivator Factors and Hygiene Factors. Zhu Manping (2023) Based on the two-factor theory, the study on the influencing factors of employees' job satisfaction in S e-commerce company.

4.2 Adams' Theory of Fairness

Adams' theory of fairness, also known as the theory of fairness and justice, was put forward by john adams in 1960s. This theory focuses on how employees' perception of fairness affects their job satisfaction and motivation. Adams put forward three types of fairness: internal fairness (internal sense of justice), external fairness (external sense of justice) and individual comparative level fairness (comparison with others).

5. Influencing factors of employee satisfaction in education and training institutions under the policy of double reduction

5.1 Teachers' needs

First of all, understanding and meeting the multi-level needs of teachers is the key. In the training industry, the differentiated needs of teachers are very obvious. Some teachers may pay attention to salary and welfare, while others pay more attention to personal growth and development opportunities.

5.2 Organizational justice

In teachers' job satisfaction, organizational justice is a crucial aspect. Education and training institutions should establish a fair incentive mechanism, promotion opportunities and salary system to ensure that every teacher can be treated fairly within the organization.

5.3 Teachers' Psychological Training

Teachers' psychological adaptability is also a factor that can not be ignored, because the improvement of psychological adaptability helps to reduce teachers' psychological burden and make them better adapt to and cope with work pressure.

6. Conclusion

Employee satisfaction in education and training industry has an important impact on the success and sustainable development of the whole industry. A high degree of employee satisfaction is not only directly related to the excellent teaching level, but also the key to attract, train and retain high-quality education practitioners. 1. Comprehensive research on diversification factors: Education and training institutions can comprehensively study employee satisfaction factors from a diversified perspective. 2. Application of expectation confirmation theory in education and training: With reference to expectation confirmation theory, education and training institutions can further study the specific impact of each factor on employee satisfaction by quantifying and systematically dividing the factors of employee satisfaction. 3. Establish a

targeted incentive mechanism: Through statistical analysis, education and training institutions can compare the importance of various factors and formulate targeted incentive mechanisms. 4. Emphasis on organizational culture and support: Similar to the emphasis on organizational support in social platform research, education and training institutions should also pay attention to establishing a positive organizational culture and support system. 5. Overall optimization of satisfaction: By comprehensively considering the above factors, education and training institutions can more comprehensively optimize employee satisfaction.

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The Influence Mechanism of Job Insecurity on Employees' Turnover Intention in Education and Training Institutions under the Double Reduction Policy-Taking Chengdu as an Example

Jingyao Wang , Rapassa Roung-onnam

North Bangkok University, Bangkok 10220, Thailand.

Abstract: Although the introduction of the double reduction policy can improve the educational environment and reduce the burden on students, it has dealt a great blow to educational and training institutions and employees working in educational institutions, forcing employees to leave voluntarily or forcibly. Therefore, this paper discusses this issue from the perspective of education and training workers. Taking the employees of education and training institutions in Chengdu as the research object, from the perspective of the audience, with employee insecurity as the independent variable, turnover intention as the dependent variable and emotional exhaustion as the intermediary variable, this paper tries to understand the relationship between employee insecurity and turnover intention in education and training institutions through content analysis and questionnaire survey, so as to understand employee turnover behavior.

Keywords: Education And Training Institutions; Job Insecurity; Turnover Tendency; Double Reduction Policy

1. Introduction

The implementation of the double reduction policy and the policy of reducing students' homework burden and off-campus training burden directly limits the business scope and income source of off-campus education and training institutions, which leads to the crisis of the whole industry. Therefore, many training institutions have to close down or reduce their business and transform into skills training, adult education or art education. This policy has brought a huge impact on the job market of the education and training industry. A large number of people engaged in the education industry feel insecure about their jobs, and their willingness to leave their jobs has greatly increased.

2. Research value and significance

2.1 Theoretical significance and value

Theoretically speaking, most of the current research focuses on employees, and the research on employee emotional exhaustion leading to turnover is relatively limited. Through in-depth research and discussion on the relationship between employee emotional exhaustion and turnover intention, this paper tries to fully understand the psychological mechanism and influencing factors of employees in this regard. In terms of theoretical value, based on the existing literature at home and abroad, and under the background of the double reduction policy, this study has conducted a more detailed discussion on the deep-seated reasons that lead employees to feel unsafe at work.

2.2 Practical significance and value

In practical sense, this study focuses on emotional exhaustion caused by job insecurity and its core role in promoting employees' turnover intention. In terms of practical value, this study deeply analyzes the key factors that lead to employee turnover in education and training institutions, and provides some insights for training institutions to help them understand and deal with employees' emotional state more accurately.

3. Theoretical basis

3.1 Expectation Theory

Expectation theory was put forward by American psychologist Fuketo frum in the mid-1960s, which mainly discussed how people

decide their behavior based on expected results. The core point of this theory is that individuals will only choose to carry out an act if they expect it to bring attractive results. Through this theory, frum explained why different individuals show different motivations and emotional reactions when facing the same needs and activities.

3.2 Resource Conservation Theory

Conservation of Resources Theory (COR theory for short), put forward by the famous psychologist Stevan Hobfoll in 1989, is an important stress theory in the field of psychology. The core point of this theory is that individuals constantly pursue to acquire, maintain and accumulate those resources that are valuable to them.

4. Research and conceptual framework of research

4.1 Work insecurity

Hu Sanmen (2008) made a lot of explanations on job insecurity in her article. In her research, she subdivided many aspects of job insecurity, which provided a more comprehensive and detailed perspective for understanding and measuring this complex phenomenon. Ding Ran (2020) pointed out that it is very important to pay attention to the influence of job insecurity. Organizations need to fully and deeply understand the potential negative impact of job insecurity on themselves, employees' physical and mental health, happiness, loyalty to the organization, and employees' families.

4.2 Emotional exhaustion

Two scholars, Wen Tong and Liang Yi (2020), have made such a model, in which bullying customers leads to emotional exhaustion of tour guides, which leads to tour guides' willingness to leave their jobs. Xu Shupei and Huang Rong (2022) think that emotional exhaustion plays an intermediary role between job requirements and turnover intention. It is mentioned in the article that "job requirements have a significant positive impact on turnover intention, and are more closely related to emotional exhaustion. This finding is consistent with the job requirement-resource model (JD-R theory). Job requirements encourage individuals to experience emotional exhaustion, thus stimulating turnover intention. "

4.3Resignation intention

Job loss, difficulty in job execution, uncertainty of salary promotion, excessive competition in the workplace and unstable interpersonal relationships have a significant negative impact on employees' job insecurity. These factors not only threaten the occupational stability of employees, but also may affect their psychological well-being and job satisfaction.

5. Influencing factors of employee turnover in education and training institutions under the double reduction policy

5.1 Coping with employees' emotional exhaustion

Emotional exhaustion not only affects employees' personal health, but also may lead to the decrease of work efficiency and job satisfaction. Long-term emotional exhaustion may even lead to more serious psychological problems, such as depression or anxiety. In addition, emotional exhaustion may also lead to the decrease of employees' enthusiasm for work, which further aggravates the turnover intention.

5.2 Reduce the pressure on employees

Schools can provide a stable and transparent working environment to ensure that employees have a clear understanding of the organization's decision-making and future. At the same time, increase the recognition and reward of work, so that employees can feel that their contributions are seen and cherished. It is also very important to provide career development and training opportunities to help employees enhance their skills and enhance their professional self-confidence. In addition, strengthening the support for employees' mental health, such as providing psychological counseling services to help employees manage work stress, is an aspect that cannot be ignored.

5.3 Adjust the marketing strategy

For the education and training industry, it is a key challenge to adapt to the changes in the policy of double reduction. Organizations need to rethink and adjust their business models and strategies to ensure sustainable and stable development and growth in the new policy environment. This includes exploring new business areas that meet policy requirements, innovating educational products and services, and strengthening online education platforms.

6. Conclusion

The rapidly changing environment has had a significant impact on employees. The job insecurity of employees is aggravated by the fear of job loss, the challenge of job execution, the uncertainty of salary promotion, excessive workplace competition and complicated interpersonal relationships. Enterprises can improve employees' sense of security and satisfaction by providing mental health support, career planning guidance, internal training opportunities and transparent communication strategies. At the same time, encouraging teamwork and establishing a supportive working environment are also effective means to relieve staff pressure and enhance team cohesion.

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Deconstructing and Constructing Women's Empowerment Advertising in Mass Media

Mei Tian

Sichuan University of Media and Communications, Chengdu 412006, China.

Abstract: The study of women's image has always been of great interest to the academic community. In recent years, the focus of advertising and marketing has gradually shifted to female empowerment from the original focus on gender role stereotyping. By analyzing the typical cases of "female empowermentism" in advertisements, this paper deconstructs "female empowerment advertisements" from three aspects: self-confidence, self-empowerment and self-worth. Finally, the paper constructs a structure for thinking about women's empowerment advertisements from the three aspects of advertisement role modeling, women's image, and advertisement supervision.

Keywords: Mass Media, Post-Feminism, Female-Empowering Advertisements, Deconstruction, Reconstruction

Introduction

"Women's empowerment advertising" conveys the idea of encouraging women's self-realization and self-empowerment. Under the influence of women's empowerment, corporations and advertising agencies are trying to keep up with the trend of the women's empowerment movement by incorporating the concept of women's empowerment into their advertising campaigns and strengthening the emotional connection with female consumers through advertising.

1. Images of Women in Advertising Communications

Women are often confined to domestic roles in advertisements, while professional women are more often portrayed as engaging in traditional female occupations, mostly showing the natural attributes of the female body under male power, and less on the social roles and values of women. In cutting-edge fields such as science and technology, most of them have nothing to do with women. Even if there is a female figure, it is only as a companion to the male role; women are endowed with the flexibility and sexiness of the body, which seems to have become the symbol of the female sex image, and has become an important point of appeal in most of the advertisements. The first worldwide advertisement to show the power of women appeared in 1943, when the Westinghouse Electric Company showed women accepting the jobs of enlisted men in the war effort to raise the morale of the masses. This was the rise of feminist advertising in the realization of women's freedom and emancipation as opposed to the image of women only being seen in the home or as a foil to the male role. But this does not mean that it is the power to oppress and enslave men, but just try to avoid the appearance of advertisements that distort the relationship between gender equality.

Nowadays, more and more domestic brands have started to plan marketing campaigns with the idea of female empowerment, focusing on topics that are closer to female consumers. The idea of "female empowerment" has become a buzzword in marketing. If "feminism" is to strive for cultural and spiritual equality between men and women, and to seek women's self-liberation through the liberation of the body, then "post-feminism" is to seek women's self-worth, self-realization and self-fulfillment to obtain or enjoy the rights and freedoms that women already have, so that women can enjoy the benefits and freedoms that they already have. Then "post-feminism" seeks women's self-worth, self-realization and self-fulfillment, so as to obtain or enjoy the rights and freedoms that women already have, and to enable women to become the ones who can lead their own lives. "Women's empowerment advertisements encourage women to show their self-confidence, self-empowerment and self-worth, and to be the masters of their own lives.

2. Deconstructing Female Empowerment Advertising

2.1 Self-confidence: body shape and appearance

In traditional advertisements, women often appear as ideal bodies, perfect skin, and angelic faces, while in women's empowerment ad-

vertisements, women appear as their own skin, their own bodies, and their own skin color, which is a strong contrast between the former and the latter.

In 1983, at the age of 31, Isabella became the first advertiser for Lancôme, but in 1996, the 14-year partnership was suspended by Lancôme. The reason was that you "looked too old" and "a woman's dream is to be young forever". Since then, she has chosen to live a quiet, idyllic life. Away from the 20 years of impatience, Iribella instead lived into the Lancôme advertisement in the likeness of the words, so she was re-invited by Lancôme back to endorsement, Lancôme, and apologized for the previous behavior, "Before cosmetics are considered to be a woman used to attract men's tools, but now they do not see it that way, and the treatment of women's aging, but also more tolerant." Women who have weathered the storm like this are more beautiful than their younger selves, showing consumers that age does not define a woman's beauty.

In 2004, Dove launched the "real beauty" campaign, one of the advertisements in the series of real me, a huge billboard photographed by a vegetarian woman kicked off the first stage of this global marketing campaign. The women in the ads don't have delicate facial features or slim, toned bodies, but they do have heartfelt smiles and the ability to express themselves. 2020, Neiwai's "To The True Body" featured vegetarian women of all ages and sizes, showcasing their unique charms. 2021, Neiwai's "Slightly, but sufficiently, no matter what you do. Each person in the film has some "imperfections" in their body, which are magnified in order to reflect the recognition of the true diversity of the body's beauty.

It is because of women's prolonged exposure to the flawless image of women created by new media that they are basically in a state of low self-esteem and lack of self-confidence in their image of their body and appearance. The emergence of female empowerment advertisements is to encourage women's independent self and self-confident character traits in terms of appearance, body shape, age, skin color, etc., and to evoke women's emotional resonance.

2.2 Self-empowerment: identity and perception

In 2014, the two advertisements of Always "Like a girl", "Throw like a girl" and "Run like a girl", the first part of the advertisements expresses the gender bias against women, while the second part is to empower women and encourage them to be brave. In the 2015 SK-II "She Ended Up in the Matchmaking Corner", each female character expresses her independence, confidence and beauty, which is to let single women know what they really think about their current situation. These advertisements were created to express the idea that women should be respected, their value affirmed, and that they can control their own destiny. 2021 Proya joined forces with China Women's News to launch a campaign entitled "Gender is not a borderline, but prejudice is" Proya continued the theme with a short film entitled "Wake up Lion Girls", which featured the voice of women's soccer player Wang Frost and special appearances by them. Proya has since continued the theme with the short film "Waking up the Lion Girls", featuring the voice of female soccer player Wang Frost and a special appearance by the girls. So gender is not the borderline, prejudice is. Don't stop shouting because of other people's prejudice, believe that you can wake up the hidden lion in your heart and realize self-empowerment.

2.3 Self-worth: goals and dreams

In 2015, Sport England launched the "This Girl Can" advertising campaign, which pioneered a very different image of women in sports advertisements, breaking the stereotypical image of women in previous sports advertisements and encouraging women to participate in a variety of sports and find the right type of sport for them.In 2018, Chando launched the short advertisement "No man can pass the interview", which shows the prejudice against women in the workplace through real interview scenes and pays tribute to all women who work hard in the workplace and calls for society to be more aware of and supportive of women in the workplace. Pass the Interview", which demonstrates the prejudice against women in the workplace through real interview scenes, and pays tribute to all women who work hard in the workplace and calls for society to pay more attention to and respect them.2021 Chando, a national skincare brand, collaborated with nine female athletes to launch the Olympic short film "Naturally Burning". The film redefined the beauty of "unattractive female athletes" and conveyed the strong spiritual power of women. 2021, Chando's 20th anniversary campaign in November 2021, changed the brand's slogan "You're already beau-

tiful" from the second person to the first person "I'm already beautiful". In November 2021, Chando's 20th anniversary campaign shifted the brand slogan "You are beautiful" from the second person to the first person "I am beautiful in the first place", allowing women to break through with their own actions and live their own style. 2021, Huawei's "Hello, Female Developer V" broke the gender label that "girls are less capable of developing technology compared to boys" and encouraged women to show their charms, conveying the power of diversified development. It encourages women to show their charms and convey diverse beauty and confidence. It also encourages women to show their charms and convey diverse beauty and self-confidence, allowing women to break through and live their own style through their own actions.

3. Construction: Reflections on Women's Empowerment Advertising

As the effect of "her economy" continues to expand, the voice of women in mass media is increasing. Based on the perspective of post-modern women and the comparison with the image of women in traditional advertisements, the author thinks about and reconstructs women's empowerment advertisements in mass media from the following three aspects.

3.1 Advertisement characterization: breaking gender stereotypes in advertisements

Do not overly emphasize gender characteristics in advertisements, or stereotypically associate one gender with a particular role or profession. Break the stereotype of women in ads that emphasize physical appearance, family, etc., while focusing on showcasing women in areas such as leadership and professional skills.

In 2019, Osm launched an advertisement which showcases the biases against women that exist in search engines, as well as the public's perception of these biases. The four female characters in the ad responded to these biases with their actions and urged women not to be limited by outside consensus standards. The intention of this advertisement is to break the gender bias against women and call on women to live out their own answers and not to be bound by the public consensus.2021, Tencent Map kicked off the campaign of "Be a woman driver" during Women's Day. The purpose of the campaign is to break the public's stereotype of "female drivers", advocate people to eliminate gender bias, and show that the growth of female drivers is the same as that of male drivers, from youthful to skillful. Therefore, when presenting women's images in advertisements, it is necessary to abandon gender opposites and develop a "human-centered" concept, thinking from the perspective of the individual rather than from the perspective of men and women.

3.2 Female image: enhancing self-identity

Through the advertisement narrative, it awakens female consumers' sense of self-identity and discovers their own beauty, encourages women to accept their own emotions, including anxiety, anger, distress, etc., and manage their own emotions, so as not to be "emotionally disciplined", breaks the stereotypical image of women in the mass media, and reveals the true face of women.

In 2013, Dove invited Gil Zamora, an American criminal portrait artist who has received special training from the FBI, to create two completely different portraits based on several women's descriptions of their own appearance and the descriptions given to them by strangers. From their own point of view, they were self-absorbed, blemished, and fat. To strangers, they were friendly, sunny, and youthful, and in 2015, Dove released an advertisement called "Choose Beautiful". In the ad, women were asked to choose between "normal" and "beautiful" doors leading to a department store, and everyone's choices were filmed and recorded. Surprisingly, most of them chose "normal". This experiment further proves that women do not identify themselves with their own selves. Therefore, in order to present women's image through the narrative of an advertisement, it is necessary for women to empathize with the advertisement, so that they can identify themselves as the brightest spark in their own lives.

3.3 Advertising supervision: regulating women's values in advertising

The State Administration for Market Supervision (SAMSAR) stipulates that women's images should be used reasonably in advertisements to promote a civilized and healthy image of women. With the rise of the "she-economy", post-feminist advertisements encourage women to be able to take charge of their own lives. Although some advertisers have responded to the changes in the ideological field and have changed their own conception of women's values, sometimes it is impossible to avoid some hidden stereotypes from being mixed into

the advertisements. This requires consumers to actively participate in the discussion of social issues and to realize the change of concepts through the means of publicity, so that the advertisements can play a greater social power.

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The united states'cultural Diplomancy and China's Strategy after the Cold War

Luolan Xu

Lingnan University Tuen Mun, Hong Kong 999077

Abstract: Global development has brought cultural exchanges between human societies to an unprecedented level, thus accelerating the integration of culture and diplomacy. Cultural diplomacy is conducive to nation-states shaping their national image, ensuring national security, and pursuing practical interests. However, if cultural diplomacy is not implemented properly, it may also have a negative impact on nation-states. Since the end of the Cold War, U.S. cultural diplomacy has been an important tool in shaping its international image and promoting the development of bilateral relations. After the end of the Cold War, the U.S. government realized that cultural exchanges could effectively promote the development of international relations. Out of strategic interests, the U.S. government actively showcases U.S. culture, values, and lifestyle to gain understanding and support from countries around the world. Cultural exchanges are also an important part of China-U.S. relations. China has always been an important direction for U.S. cultural diplomacy. The United States' active promotion of foreign policy toward China can not only serve the needs of the struggle between the two social systems and ideologies, but also help the United States cope with the challenges that China's development brings to the new world order.

Keywords: Cold War; United States Cultural Diplomacy Towards China Cultural Soft Power; Countermeasures

1. Introduction

After the end of the Cold War, as the world's only superpower, the foreign policy of the United States occupies a dominant position on the international stage, and its foreign policy trends influence most countries and regions in the world, including China. This article selects post-Cold War U.S. cultural diplomacy with China as the research object, mainly due to the following considerations:

First, after the end of the Cold War, with the continuous acceleration of political democratization, economic globalization and social informatization on a global scale, the realization of national interests can no longer rely solely on "hard power" such as economy and military, but more needs to rely on "Soft power" with ideology and culture as its core(Tong Jun,2008).

Second, the United States has a long history of practicing cultural diplomacy. For a long time, the U.S. government has always used cultural rights as a special tool to realize U.S. national interests by virtue of its strong economic, military and technological strength, and has helped people through planned and implementation of cultural strategies.

Third, after the end of the Cold War, as the influence of cultural factors in national, cultural soft power has become the core element of a country's comprehensive strength, and to a large extent determines a country's position in international competitions. Cultural soft power is not only related to the prosperity of culture and art, but also to the attraction of cultural products, Influence, creativity, and competitiveness are related to the rise and fall of a nation.

2. The theoretical basis for the United States to promote cultural diplomacy with China after the Cold War

2.1 End of history theory

Since the mid-1980s, as Western bourgeois liberalization ideas began to gain an absolute advantage in international discourse, the public opinion environment of the entire international community began to be filled with the "theory of communist failure" due to the drastic changes in Eastern Europe and the disintegration of the Soviet Union(Wu Baiyi,2016). This makes Western countries, facing the end of the Cold War, both officials, scholars and ordinary people express an overconfident optimism.

Fukuyama's "end of history theory" first originated from a lecture he gave in 1988 titled "The End of History." The publication of this

article marked the beginning of the "end of history theory" Officially released. After that, Fukuyama continued to enrich and improve his main ideas.

2.2 Soft power theory

"Soft power", also known as "soft power", was first proposed by American scholar Joseph Nye in the early 1990s, mainly in response to the "American Decline Theory" that emerged in American social thought in the late 1980s. In Nye's view, in the post-Cold War era, although the influence of the United States' traditional political, economic, and military strength continues to decline, the influence of invisible forces represented by American culture, values, social systems.

Joseph Nye's "Soft Power Theory" highlights the importance of cultural "soft power" in the composition of national power, and brings a new way of thinking to the United States and other Western powers as they continue to seek global dominance.

3. The implementation effect of the United States' cultural foreign policy toward China after the Cold War

3.1 An overall evaluation of the effectiveness of the United States' cultural foreign policy toward China after the Cold War

3.1.1 An evaluation of the goals of U.S. cultural foreign policy towards China after the Cold War

Generally speaking, the goals of the United States' cultural foreign policy toward China after the Cold War can be divided into three levels: the first level is to enhance mutual understanding between the United States and China and help the United States seek more material interests in China; the second level is to improve the United States' relations with China The third level is to seek consensus between the United States and China in many areas, so that China's national policies can better comply with the United States' global strategy(Chen Baowen,2008).

3.1.2 Evaluation of the U.S. Cultural Diplomacy Approach to China after the Cold War

Generally speaking, if a country wants to achieve good implementation results in its foreign policy, it needs to adhere to flexible, diverse and mutually complementary policy means within the framework of a centralized and clear policy goal. A single policy means will only lead to the rigidity of the country's foreign policy. undermine the achievement of policy objectives. Throughout the post-Cold War U.S. cultural foreign policy towards China, it has attached great importance to the diversity of policy means during its implementation and has always insisted on promoting cultural exchange through cultural exchange projects, cultural exchange agreements, cultural groups, performances of literary(Zeng Xiangming,2015).

3.2 The impact of the United States' cultural foreign policy towards China after the Cold War

The cultural foreign policy pursued by the United States towards China after the Cold War has had a certain positive impact on both the development of China and the United States themselves and on the development of China-U.S. relations. On the one hand, it has improved the national image of the United States in China to a certain extent ; on the other hand, it has also promoted the modernization process of Chinese society to a certain extent and enhanced the understanding .

The continuous advancement of the United States' cultural foreign policy towards China after the Cold War has not only brought many achievements of Western civilization to China, but also opened a window for China to understand the United States and even the entire Western world.

4. China's future response to the United States' cultural diplomacy with China

4.1 Enhance the core competitiveness of China's cultural soft power

4.1.1 Strengthen the construction of socialist ideology and enhance the appeal of mainstream ideology

Different ideologies will emerge in any society during its development process, but there is also a mainstream ideology. This dominant

ideology constitutes the soul and latitude and longitude of the spiritual culture of the entire society . Although there are many ideological components in China now, the socialist ideology guided by Marxist thought undoubtedly occupies an absolute dominant position and is the mainstream ideology in contemporary China.

4.1.2 Carry forward the excellent traditional Chinese culture and enhance the self-confidence of Chinese culture

The progress and development of any country or nation in the world is inseparable from the inheritance and development of its excellent traditional culture. China's excellent traditional culture is "the sum of the spiritual achievements of the Chinese nation that have continued and developed over thousands of years to maintain the common ideas, mental state, thinking, lifestyle and value pursuit of the entire society".

In the construction of cultural soft power, Xi Jinping emphasized that "it is necessary to clearly explain the historical origins, development context, and basic trends of China's excellent traditional culture, to clarify the unique creation, value concepts, and distinctive characteristics of Chinese culture, and to enhance cultural confidence and value confidence."

4.2 Enhance China's ability to communicate with foreign countries

Foreign cultural communication is a basic strategic means to achieve the goals of national cultural foreign policy, rather than a tactical means. Foreign cultural communication and cultural diplomacy are not the two wheels of a car, but the relationship between the wheels and the car.

Therefore, in order to effectively use cultural diplomacy to influence the ideas and behaviors of people in other countries, we need to pay attention to the sustainability characteristics of cultural diplomacy activities(Chen Manna,Songzhou,2016).

Conclusion

After the end of the Cold War, with the democratization of international politics and the continuous acceleration of the globalization process of economy, science and technology, and culture, the realization of national interests can no longer rely solely on "hard power" such as economy and military, but needs to rely more on the "Soft power" with ideas. It has increasingly become a post-Cold War sovereign state's way of improving its national image, enhancing its international influence.

In short, the United States' post-Cold War cultural diplomacy strategy toward China, which is mixed with hegemonism and power politics, is destined to bring new challenges to China and the development of China-U.S. relations in the future. Moreover, China and the United States have different cultural values. The fundamental differences determine that the struggle between the two countries in the cultural field will continue in the future.

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Construction and Practice of First-class Undergraduate Course "Organizing Train Operations at Railway Stations in the Context of Integration of Production and Education"

Jian Li

Southwest Jiaotong University Hope College, Chengdu 610000, China.

Abstract: This article examines higher education teaching reform focused on integrating production and education. Using the exemplary first-class undergraduate course "Organizing Train Operations at Railway Stations," it highlights the "numerical-intelligence-creativity" aspects and the "production-education-research" concept. The course consists of seven modules, emphasizing integrated theoretical knowledge and practical abilities, creating a personalized digital teaching environment. It introduces teacher research projects and enterprise practice projects to enhance students' innovation abilities and teamwork. The course has achieved significant results in cultivating comprehensive qualities, enhancing enthusiasm for learning and innovation consciousness. This article offers references and insights for other professional courses' construction and practice.

Keywords: Integration Of Production and Education; Organizing Train Operations At Railway Stations; Course Construction

1. Introduction

With China's economy and society experiencing rapid development, higher education is poised to enter a new era of high-quality growth. Undergraduate education, as a key component of higher education, plays a vital role in nurturing exceptional talents required by society and industries. The construction of first-class undergraduate courses has become a central concern in ongoing higher education reform. Papers like "Construction of First-class Blended Course in Applied Theoretical Mechanics for Applied Undergraduate Education" offer valuable insights into course construction and teaching practices. In the context of production and education integration, this article uses "Organizing Train Operations at Railway Stations" as a case study to explore the creation of a top-notch undergraduate course. By drawing on previous research achievements and practical situations, the aim is to promote innovative teaching models, including production and education integration, practice-oriented teaching, and interdisciplinary collaboration. This provides guidance for the development of high-quality undergraduate education and the cultivation of adaptable, high-quality talents for future societal and industrial needs.

"Organizing Train Operations at Railway Stations" is a core course in transportation engineering, focused on cultivating talents with the competencies of a "Rail Transit Operation Manager" and enhancing students' professional ethics and organizational skills in train operations. This article will discuss the establishment of students' core values in course construction, the cultivation of professional ethics and dedication, continuous improvement of students' technical proficiency through skill competitions, and the development of their ability to independently complete station train tasks and handle emergencies. This research delves into the methods of constructing first-class undergraduate courses in the context of production and education integration, providing practical guidance for cultivating high-quality talents in the field of railway station train organization.

2. The Problems in the Teaching of the "Organization of Railway Station Operations" Course are as follows

Firstly, the course encompasses challenging knowledge areas, such as railway transport organization, operational management, and technical operations, leading to difficulties for students in developing a systematic understanding. The complexity and specialization of the content make it challenging for students to grasp, necessitating further integration of teaching content.

Secondly, practical teaching presents issues, with emphasis on singular project operations rather than comprehensive teamwork and ability training. Additionally, the practical content lacks integration of professional ethics, social responsibility, and political awareness cultivation. There is a need to optimize practical teaching design and enhance cultivation of practical abilities, political awareness, and profes-

sional skills.

Lastly, there is a deficiency in teaching resources. The current resources focus mainly on theoretical teaching and practical operations, lacking alignment with industry trends and technology. To improve teaching effectiveness, there is a need to continually expand and update teaching resources, incorporating industry practice cases, scientific research projects, and collaboration with enterprises to cultivate innovation awareness and application ability in students.

3. The teaching design and development of the "Rail Transit Station Operation Organization" course

The teaching content of the "Rail Transit Station Operation Organization" course includes seven parts: station work, trains, train reception and dispatch, shunting operations, transportation flow, freight statistics, and operation plans. With an integrated approach of "production-education-research" and a parallel concept of "data-intelligence-innovation," the teaching process is designed, teaching resources are organized, and teaching methods are optimized. The focus is on cultivating students' use of digital, intelligent, and innovative platforms for learning before, during, and after class. The goal is to guide students in completing the "four-level six-tier" learning model, creating a complete teaching loop for student growth. Ideological and political education is also emphasized, with teaching activities organized based on the "six-tier" principle.

Firstly, the teaching content design emphasizes train reception and dispatch operations, shunting operations, and station operations. Through in-depth explanations of theoretical knowledge, case analysis, and practical exercises, students will develop an understanding of the basic principles and practical skills of railway station operation organization.

Secondly, digital and intelligent platforms will be utilized for teaching organization. The "four-level six-tier" learning model will be introduced to facilitate comprehensive student growth. This model consists of four stages: passive learning, active learning, constructive learning, and interactive learning. It aims to foster students' interest in learning and develop their autonomy in studying.

Before class, students can engage in passive learning through online platforms or educational applications, receiving relevant information and knowledge. In class, active learning will be promoted, encouraging students to participate in classroom activities, reflect, discuss, and contribute their own viewpoints. Constructive learning elements will be introduced, allowing students to personalize their understanding and interpretation of the content.

Additionally, we will utilize interactive learning methods, fostering interaction among students as well as between students and technology, allowing for mutual supplementation and inspiration, promoting deep-level learning, and encouraging students' active involvement.

Lastly, we emphasize the importance of ideological and political education. Based on the "six-tier" principle, we guide students to recognize the significant value of railway traffic organization and apply the knowledge learned into practical scenarios. Through the value tier, students can grasp the important value of railway traffic organization and learn how to apply their knowledge. Through the goal tier, we guide students to achieve learning objectives using a project-based approach. Through the improvement tier, we elevate students' learning levels and capabilities. Through the practice tier, students engage in practical exercises, enhancing their skills and application of knowledge. Through the integration tier, students can comprehend the knowledge and skills of various aspects. Lastly, through the reflection tier, we encourage students to summarize and reflect, consolidate their knowledge, and improve learning outcomes. We integrate professional ethics and social responsibility into learning and practice to cultivate students' sense of social responsibility and a strong sense of professional ethics.

(1) Building a modular teaching system

Based on the "Railway Station Operation Organization" course, seven important modules have been identified: station work, trains, train reception and dispatch, shunting operations, transportation flow, freight statistics, and operation plans. Among them, train reception and dispatch, shunting operations, and operation plans are key and challenging topics. Teachers use various teaching methods, including lectures, discussions, presentations, mind maps, and practical training. This modular design helps students build a comprehensive knowledge system and solves the problem of complex content. Passive, active, constructive, and interactive learning methods are encouraged, with digital platforms used to collect progress. Knowledge points are assessed based on value, goal, improvement, practice, integration, and reflection levels.

Different strategies are used for each module to cultivate professional skills, bility, and innovation.

(2) Building an Industry-Education Integrated Practical Teaching Platform

To implement practical teaching of the "Railway Station Operation Organization" course, we need to consider station operations' complexity and collaboration. Practical training projects should emphasize school-enterprise cooperation and step-by-step progression. Clear goals should be set, specifying objectives and expected outcomes for each stage of training, providing students with a clear learning path. Phased guidance should divide the project into stages, challenging students progressively. Basic training is crucial before advancing to complex operations. Multi-position linkage exercises should be designed, requiring students to complete complex tasks. Continuous feedback and evaluation according to enterprise standards to help students understand progress. Combining course content with actual station operation cases aims to enhance teaching quality.

(3) Construction of "Data-Intelligence-Innovation" Teaching Resources

Constructing "Data-Intelligence-Innovation" teaching resources expands students' innovation capabilities. Digital platforms can be used to construct classrooms and improve teaching efficiency. Analyzing and processing data from these platforms provides a better understanding of students' learning situations, enabling personalized tutoring and guidance for innovation. Introduce teacher research projects and enterprise projects to enrich theoretical knowledge content. These projects cover professional knowledge related to "Railway Station Operation Organization" course, fostering individuality and innovation capabilities in students. Encourage participation in innovative practical projects related to course knowledge and explore competition cases, strengthening theoretical knowledge. Combining theoretical teaching with innovation practice sparks enthusiasm for learning and innovation awareness.

4. The Construction Effect of the "Railway Station Operation Organization" Course

(1) Significant Achievements in Course Construction

In constructing the "Railway Station Operation Organization" course, the station operation organization content was systematically categorized into 7 modules, integrating enterprise work into practical teaching. Innovative projects were incorporated, forming an integrated "Production-Education-Research" curriculum and "Data-Intelligence-Innovation" tracks. The course was recognized as a demonstration course in applied undergraduate education, a school-level ideological and political course, and a first-class course project. Continuous updates and industry alignment made it a practical transportation and logistics major course.

(2) Significant Improvement in Student Training Quality

Over four years, the course improved talent cultivation by integrating industry and education, using modular teaching and practical projects. This increased student interest and cultivated problem-solving abilities, knowledge transfer, innovation, and responsibility. Student performance improved, with average grades rising from 72.6 to 83.2, the proportion of excellent students increasing from 5% to 11%, and the passing rate rising from 60% to 84%. These changes reflect enhanced student understanding, effective course implementation, and teaching methods.

(3) Abundant Achievements in Discipline Competitions

The course achieved success in discipline competitions, winning over 40 awards including a national second prize, two national third prizes, and one provincial-level award. Over 20 utility model patents were obtained, and the teacher team received accolades, including a "Teaching Master" title and the 2020 Course Reform Annual Teacher Award. These achievements showcase progress in teaching and research, reflecting the payoff from "Data-Intelligence-Innovation" teaching resource construction efforts.

5. Characteristics and Innovations of the "Railway Station Operation Organization" Course

(1) Progressive Teaching Approach

Adopting an integrated "Prod-Edu-Res" teaching approach with "Data-Intelligence-Innovation" tracks. Connects student learning, teacher instruction, and enterprise production. Incorporates digitalization, intelligence, and innovation, integrating teaching, production, and research.

(2) Student-Centered Teaching Philosophy

Incorporates ideological-political elements, emphasizes student comprehensive abilities. "Four Stages and Six Ladders" methodology aids student growth, inspiring a scientific outlook on life, values, the overall situation, and their profession.

(3) Integration of Online and Offline Teaching Resources

Reconstructs curriculum system, combines on-site practices, and integrates ideological-political education. Uses online and offline teaching methods to strengthen foundation, broaden horizons, and enhance skills.

(4) Emphasis on Industry-Education Integration Achievements

Teaching closely links to industry practices. Fully stimulates student innovation, problem-solving in practical scenarios, and self-challenge. Encourages achievement output for students and teachers' continuous improvement, forming a virtuous cycle.

6. Conclusion

The "Railway Station Operation Organization" course is constructed based on enterprise work requirements, integrating industry, education, and research to combine theoretical and practical knowledge. It utilizes digital platforms, teacher research, and industry practices to enhance student learning enthusiasm, innovation, and comprehensive qualities. The construction has significantly improved student training quality and excelled in competitions, demonstrating the effectiveness of "Data-Intelligence-Innovation" resources. With unique teaching approaches, philosophy, resources, and industry integration, it serves as a model for other courses. Continuous innovation will further enhance its role in cultivating high-quality transportation talents and industry development.

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About the author:

Jian Li (1992- -), male, Han Nationality, native of Wulanchabu, Inner Mongolia, lecturer of Hope College of Southwest Jiaotong University. His research direction is railway traffic organization and intelligent transportation.

Project:

Dance Improvisation: The Process is Itself

Yingying Li

South-Central Minzu University; University of Chester Wuhan City, Wuhan 430074, China.

Abstract: According to the definition of International Encyclopedia Of Dance "Dance improvisation can be defined as the spontaneous exploration of human movement possibilities. It is an important element in performance dance，as well as in ritual，social，educational，and therapeutic dance."In the realm of dance art, improvisational dance is considered a unique and highly creative form of expression, where the essence lies in the process of creation itself becoming the dance. This form transcends the confines of traditional dance, emphasizing the dancer's freedom to express emotions, thoughts, and ideas in real-time creation. Tracing back to the 1960s, the counterculture movement in the United States laid the foundation for improvisational dance. The experimental dance techniques of Merce Cunningham and John Cage profoundly influenced subsequent developments in dance art, inspiring dancers to break free from traditional dance paradigms. Concurrently, Robert Dunn's teaching methodology further deepened the understanding of creative exploration, seamlessly integrating the improvisational dance's creative process with its performance.

Keywords: Improvisation; Process; Creativity

The aim of this paper is to dig deeper into the creative nature of improvised dance presented as a dynamic and evolving 'process'. We will explore the non-linear character of improvised dance and analyse how dancers express free thoughts and emotions during the creative process. In addition, we will trace the trajectory of improvisational dance, analysing the dramatic changes in dance aesthetics brought about by the improvisational collective "The Big Leagues" in 1970 and Steve Paxton's "Contact Improvisation" in 1972. This paper will examine the impact of contemporary improvisation on dancers' creativity and audience interaction, while exploring the diverse and groundbreaking nature of improvisational artistry in comparison to my three improvisational projects with Israeli choreographer Ohad Naharin and American dancer Randy James, further emphasising the nature of improvisational dance as a direct demonstration of the creative process.

1. The essence of improvisation dance

Improvisation, taking the feeling of the body as its core, is a kind of "embodiment" of the body as a unity of various existences such as matter, brain activity, conscious behaviour and psychology. Under this conception of the body, improvisation unfolds various methods and paths of listening, feeling, awareness, and naturally flowing movements, which undoubtedly open the door to self-knowledge and self-discovery. Improvisation, on the other hand, is often described as an 'unrehearsed' and 'casual' form of dance. As dance theorist Bales (2012) emphasises "improvisation is a deconstruction of predetermined dance structures and rules, a creation in which the dancer corresponds instantaneously to the moment."

1.1 Creative process as dance

Paul Taylor (1998) argues that there are three basic reasons for improvising dance: for personal entertainment, for performance and as a creative tool. Improvisation can stimulate the mind, generate creativity and create some unexpected surprises, the key point being that the emphasis is not on creating a certain outcome, but on the process itself. According to Lynne Anne Blom and L. Tarin Chaplin, "improvisation emphasises process, focuses on the experience and creativity of the dancer, and offers the audience 'surprises' rather than traditional, predictable predictable movement."

Dance theorist Hughes (2006) argues that "improvisation removes the boundaries between dance creation and dance performance, placing creator and audience in a shared creative experience." Improvisation integrates the creative process with the dance work, emphasising that creation is dance. This uniqueness requires dancers to create while performing, making the audience not only spectators of the dance, but also witnesses to its creation. This interactivity reflects the originality of improvised dance, and as dance researcher Rebecca Nales points out, "Audience participation is not only a complement to improvised dance, it is one of its central elements" (Napier, 2004). Thus, the deeper

character of improvisational dance lies not only in the uniqueness of its artistic expression, but also in the redefinition of the artistic process as a physical expression that is both free and creative.

In improvised dance, the performer is not only the executor of the dance, but also the creator. The immediacy of this creative process allows the audience to experience the generation of art first hand, rather than merely admiring a completed work. This breaks down the traditional barrier between the audience and the performers, integrating them into the heart of the creation. As Taylor describes, one of the motivations for improvised dance is personal entertainment, and the audience is entertained by participating in it.

Compared to traditional dance, improvisation is aesthetically more focused on the emotions, ideas and experiences of the process. This process-emphasising quality provides the audience with a new aesthetic experience that transcends the predictability of traditional dance and allows them to feel more deeply the thoughts and emotions of the dancers' creations. As Bloom and Chaplin emphasise, improvisation provides the audience with 'surprises', not only from the form of the dance itself, but also from the unique experience of the dancers in improvisation. For the audience, the process of participating in improvised dance is an opportunity to interact directly with the artist. The audience is no longer just a passive spectator, but co-constructs a unique artistic experience with the dancers. This process of co-creation deepens the audience's understanding of the dance, taking it beyond the superficial form and focusing more on the creator's independent thinking and emotional expression.

In improvisation, the audience's participation is not only to appreciate and understand, but also to support and inspire the creator. This interactivity continues throughout the performance, linking the audience and the dancers closely together. Dance is no longer a one-way performance, but an energetic and creative dialogue that together shapes a unique artistic moment. The uniqueness of improvisational dance in artistic creation lies in its emphasis on the creative process, integrating the audience into the core of creation. This novel way of expression breaks through the boundaries of traditional dance, providing the audience with a richer, more direct and highly participatory artistic experience. In this body expression full of surprises and creativity, improvisational dance shows its unique artistic charm and points out a dynamic path for the development of dance in the future.

Improvisation Dance Project

2.1 Improvisation Dance - Its Process is Itself

Improvisation is emerging as a new form of dance performance and creation in the contemporary art scene. My personal experience includes several improvisational dance choreographies in China, such as the "Aluminium Foil Tube" improvisation workshop in Xiamen in 2022. These experiences, as well as my post-graduate project at the Central South University for Nationalities (CSUN) in China, "Building a Curriculum for Restricted Improvisational Dance", have led to a deep interest in improvisational choreography.

In contemporary art, many groups and independent artists are experimenting with improvisation in different ways, among which the German choreographer Pina Bausch is a prominent representative. She has adopted a unique approach to improvisation by focusing on the "real" and "inner" elements in the expression of her work. For example, Pina's method of improvisation was vividly presented in the documentary film Anne Linsel, Pina Bausch (2006). There is no script, no pattern, the process of improvisation during rehearsals is the final artwork. This unique artistic practice not only breaks with traditional choreographic forms, but also emphasises that the creative process itself is at the heart of the artwork.

In contrast to Pina Bausch's work, I use a variety of locations in my dance projects, including outdoor parks, city walls, beaches and indoor dance studios, with the aim of exploring the body's improvisational responses in different environments. Inspired by Pina, I incorporate filming into the dance process, presenting a creative uniqueness by documenting improvisational responses in different environments. While Pina focuses on the "real" and "inside", I focus on the diversity and creativity of improvisation in different environments.

I find that when I improvise in these different places, spaces and environments, my attention is focused on the creative process. However, at a later stage when editing the dance images of this dance material, at this moment when integrating its content by formally critiquing the dance and using montage, at this moment the choreographer uses critical thinking in motion, and creative thinking in motion. At this point each moment recorded with the camera in the dance image has a double dialectic of documentary and fiction. At the same time, my project

highlights the diversity of improvised dance, emphasising the influence of different environments on artistic creation.

Through the practice of my project, I have come to two conclusions. Firstly, improvised dance is seen as a unique 'temporal' artefact, special in the sense that each improvised moment is unique and fleeting. It focuses on the feelings and emotions of the creator in the present moment, the position of the act in the ambient space, and the instantaneous process of the body's movement, as well as presenting a sense of life in the present moment. As psychologist John Dewey noted in his 1934 book, Art as Experience, "Art is not the work alone, but the emotions and thoughts experienced in the process of art."

Secondly, an in-depth study of improvised dance reveals its nature as a direct expression of creativity, a way of exploring the interior of the body and the core of the mind. At the same time, improvisation is specifically highlighted as a "process". This means that in the process of improvisation, the creator is not able to predetermine the content, but rather perceives and responds to it in the moment. However, in the post-editing process, these improvised fragments become adjectives, adverbs, and nouns, which are actively sequenced by the editor in a manner similar to writing a sentence. This further highlights improvised dance as an ongoing developmental, evolutionary process, as psychologist Ellen Gray emphasises in her 2006 book, The Mysterious Power of Creativity, "Creativity is a dynamic, evolving process, a constant adjustment to and response to inner experience. " This emphasis on process enhances the value of improvisation as an evolving creative journey rather than a static artwork.

Through this dance project, I hope to deepen the understanding of improvisation, emphasising that the creative process is itself a work of art. Improvisation is not only an art form, but also an opportunity to engage with the creator and the audience.

2.2 Ohad Naharin and Randy James dance projects

Another dancer worth comparing to my improvisational dance project is Israeli choreographer Ohad Naharin. She is known for her unique dance practice, especially in its integration with technology. Noah's work pushes the boundaries of traditional dance, combining digital technology with improvised dance to create an interactive performance that incorporates real-time projections, sensors and virtual reality. In her project, the dancers' movements are captured through sensors and then presented in real-time projection, interacting with the digital elements. This integration of technology not only expands the expression of dance, but also provides the audience with a new sensory experience. Unlike my project, which focuses on the natural environment and the spontaneity of improvisation, Noah brings dance to the forefront of technology through digital techniques, highlighting the impact of contemporary technology on the art of dance.

Another worthy comparison is American choreographer Randy James. His work emphasises the expressive power of the body and its emotional resonance, combining improvised dance with improvised music to create a cross-artistic experience. In his projects, dancers and musicians work together to create improvised moments that create a resonance through the melodies of improvised music and the movements of improvised dance. James' practice highlights the interactive nature of improvised dance with other art forms, emphasising the close relationship between body language and music. In contrast to my emphasis on environmental and natural elements, James explores the emotional dimension of improvised art through the interaction of music and dance.

The contrast between these two dancers' practice projects and mine demonstrates the diverse and groundbreaking nature of improvised dance in art making. These contrasts highlight improvised dance as a vast field that can be expressed and practiced through different elements and methods.

Conclusion

The central theme of improvised dance, the creative process itself, has been comprehensively and profoundly elaborated in the in-depth discussions in this paper. Improvisational dance as an immediate exploration of the possibilities of human movement emphasises the creative process as the central essence of dance.by examining my personal project practice, we were able to gain a deep understanding of the impact of improvised dance on dancer creativity and audience interaction. My project practice highlights the value of improvised dance as a creative, evolving creative process that demonstrates the richness of human movement and emotion. In this personal practice, I have emphasised that improvised dance is not only an art form, but also a creative experience that engages with the audience and provides a wider creative space for the art of dance.

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A Study on Mainland and Hong Kong College Education Teaching Environment

Yang Yang

Xi'an Peihua University, Xi'an 710100, China.

Abstract: After the reunification of Hong Kong to the mainland, the two places have strengthened communication and cooperation in the field of educatio. More and more students from mainland go to Hong Kong for further study. Although the higher education systems in the two places are becoming more mature, they are still different, especially in the teaching environment. Teaching environment consists of physical environment and social environment, and both have far-reaching impact on teaching efficiency of teachers and learning potential of students.

Keywords: Mainland Colleges; Hong Kong Colleges; Tertiary Education; Teaching Environment

1. Introduction

Due to different social systems and culture background, there are substantial differences in mainland and Hong Kong tertiary education. Through the comparative study on teaching environment of mainland and Hong Kong college education, we can understand major strengths and weaknesses of the two places. This will help students make wise choice for their further study according to their own preference.

2. Comparison of Mainland and Hong Kong Teaching Environment

With a lot of mainland students applying for places in Hong Kong universities, questions are being asked about how the mainland and Hong Kong teaching environment compare. How will the teaching environment of the two places be any different?

2.1 Physical Environment

2.1.1 Curriculum Setting

Hong Kong is a fascinating place for the study of curriculum. Hong Kong colleges attach great importance to self-regulated learning. This consists of two aspects. The first is freedom of curriculum time. They can choose subjects according to their time management and personal interests. The second is freedom of curriculum study. Students can select courses across school and grade as long as he or she earns all the required credits.

In mainland colleges, students' selection and compilation are strictly consistent with national examination grades and college curriculum. Prior to curriculum reform in mid 90s, China had been adopted Soviet Union college curriculum setting. With the economic development in China, college curriculum transformed into "three sections" system, that is general course, basic major course, and professional course. And the elective course of most mainland universities are less than that of Hong Kong's. Over a long period of time, an urgent issue exists in great gap between students' theoretical knowledge and practical ability. The further reform shall be implemented in curriculum design for the sake of boosting both teaching-learning process and the overall quality of graduates.

2.1.2 Library Book Resources

In Hong Kong colleges, academic libraries typically identify research support as a central pillar in their mission. Hong Kong universities have an advantage in libraries over mainland schools in the following aspects:

- Access to up-to-date and generous collections of both print and electronic resources;
- Access to archives and special collections;
- Quick document delivery services; and
- Specialist help and advice in tracing resources.

However, a few gaps emerge between mainland libraries and Hong Kong libraries. Some library functions are obviously in danger of becoming redundant in the online environment. Some implications for libraries are clear. For example:

- Increasing research income, recruiting high quality and motivating librarians;
- Develop service culture and strong research collections;
- Establishing online research portals, which offer quick access to the vast array of e-resources
- Adopting more database searching especially foreign language database.

2.1.3 School Incentives

Hong Kong colleges provide many kinds of incentives to attract talented students. The most rewarding one may be the scholarship. Besides healthy scholarships, there are student exchange programmes between local and overseas universities, which are being expanded rapidly. And Hong Kong universities will provide stipends when students participate in overseas exchange programs. Unlike Hong Kong colleges whose scholarships are come from both Hong Kong government and famous alumni. Most mainland colleges are funded by local government. The government couldn't take good care of all the universities, so they are currently unable to compete with Hong Kong universities in terms of financial aids.

2.2 Social Environment

2.2.1 Education Policies

The resumption of Chinese sovereignty did not immediately have a major effect on the administration of Hong Kong education because they were allowed to continue to operate their education systems independently of the rest of China. Therefore, education in Hong Kong still followed that of the United Kingdom, particularly the English system.

In the 1980s, the most important initiative from the central government was to change the State Ministry of Education to the State Education Commission in order to strengthen the ties between the central government and the education sector. In the 1990s, the State Education Commission was changed back to State Ministry of Education. The 14th Central Communist Party (CCP) Congress in 1992 announced that "to develop education is the first priority to the realization of the four modernizations." The 15th CCP Congress in 1997 reemphasized the strategy of reinvigorating the country with science and education and the strategy of sustainable development should be the two most important means for China to build a socialist market economy with Chinese characteristics. And in 1998, the announcement of building world-class universities further emphasized the importance of knowledge and education nationally.

2.2.2 Sources of Teachers

Many teachers in Hong Kong colleges are world-famous scholars, some of whom are leaders in their fields. According to Hong Kong Annual Digest of Statistics 2009, non-Asian teachers occupy 50%, and the overwhelming majority of them have doctor degrees. Compared with Hong Kong colleges, the quality of mainland teaching staff is less optimistic. Two main historical factors contributed to the problem of lacking qualified faculty in colleges and universities. First, after Deng Xiaoping's visit to the United States in 1978, many young Chinese went to study abroad. Between 1980 and 1998, there was the phenomenon called chu-guo-re. Second, due to the disparity between low salary policy and open market economy, many young men and women in the 1980s and 1990s left their faculty positions to look for opportunities in business and international trade. A new term for describing the phenomenon called xia-hai was used.

2.2.3 Sources of Students

As for Hong Kong colleges' enrollment procedure，it consists of both online application and subsequent on-site interview of application. The selection process may last for several months, but it guarantees Hong Kong institutions enroll the brilliant students with good comprehensive skills.

Relatively speaking, mainland enrollment procedure is more monotonous. College entrance examination is the only way that can lead students to almost all higher education institutions. Many parents and students believe that "Exams decide all your life", it not only decide the achievements of one's life, but a life-time job.

2.3 Downsides of Mainland College Teaching Environment

2.3.1 Contradictions between Exam-Oriented and Quality-Oriented Education

Exam-oriented education once dominated education systems in China for a long period of time. China has a strict education system and usually the exams are used to show a student's ability while in Hong Kong, the instructors graded a student according to his or her multiple ability.

Massive reforms have been undertaken in the education system in mainland at national level since early 1980's. In essence, "quality education" is education aimed at improving fundamental qualities of all people of the nation. It focuses on matching of university education with employment needs.

But new education ideas touched off firestorm of controversy. Skeptics believe that Tests are one of the ways of evaluating learning and teaching efficacy, and help teachers and students realize their strengths and weaknesses. Advocates, however, pose that quality education is comparatively free so that students won't lose their imaginations and creativities.

2.3.2 Disparity in Distributing Educational Resources

The distribution of education resources has great regional disparity in mainland. The first is inequality between rural and urban areas. A lack of quality teachers for rural schools, those in underdeveloped, remote and mountainous areas in particular, has become a major obstacle that prevents rural students from receiving the same quality of education as their urban counterparts.

The second disparity goes to eastern and western regions. With the implementation of opening up policy, several cities were set up as Special Economic Zones (SEZ). These cities showed the most rapid growth. Schools in these regions were equipped with advanced teaching facilities and high quality teachers, which are quite impossible to access in inland cities.

3. Enlightment to Mainland College Teaching Environment

In addition to comparing Hong Kong and mainland tertiary education, the present paper demonstrates three possible solutions expected to put into action shortly.

3.1 Educational Philosophy

On the base of mutual benefits and equality, mainland can establish communication and cooperation in education field with Hong Kong. Government can encourage more students from overseas and the mainland to come to Hong Kong for further study, thereby adding a greater international dimension to Hong Kong's tertiary education. Increased interaction between mainland and Hong Kong education will seek ways to enhance cooperation and jointly tackle common challenges.

3.2 Political Measures

The Second Plenum of the 20th Central Committee of the Communist Party of China held last year outlined a roadmap for China's future development. It again set priority in education in today's China. The committee put great emphasis on government role: Education is a public good, a collective asset that cannot be left only to market forces. And a series of strategies are established for change in the higher education subsector because higher education could best serve socialist construction and meet the need of an opening market.

3.3 Economic Measures

The provincial and local governments in poorer and more remote areas tend to allocate a smaller portion of their budget to education than that mandated by the central government. Improving the budget system is an effective measure to improve the efficiency of financial capital. Stronger supervision prevents corruptions and help officials to carry out their duties. Widen investment channels could improve asset allocation and collect more money for remote areas.

4. Conclusion

Teaching environment is necessary for school teaching activities. People receive different education have different ways of thinking and analyzing things, which makes the views completely differently towards one thing.

There remain some deficiencies which should be noticed in further studies. Firstly, the research is still confined to a certain scope and lacks of research methodology. Secondly, the present paper just observes two aspects of teaching environment, which may not cover all

characteristics of mainland and Hong Kong tertiary education.

In view of the limitation above, the future relevant studies should pay attention to theoretical framework and be more comprehensive and systematic. It is hoped that more perspectives of teaching environment can be introduced in further studies, which can enlarge definition of teaching environment and provide different angles of research.

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Yang Yang (1991-)，Female，Han，Yuncheng, Shanxi Province，teaching assistant，Master Degree，Xi'an Peihua University，Intercultural Communication in tertiary education

A Study Of American Cultural Export To China From 1901 - 1949

Yijie Lin

Beijing Deheng (Xixian New Area) Law Firm, Beijing 710002, China.

Abstract: since the Opium War, China has gradually degenerated into a semi colonial and semi feudal society, and the major powers of the world have invaded China one after another to seize various privileges and interests. As an emerging capitalist country, the United States has different ways of aggression .This was related to the national strength and world situation of the United States at that time, but it was more based on the consideration of the national strategic interests of the United States.Based on the historical facts, this paper mainly studies the cultural export of ancient China from the perspective of American education and medical treatment, so as to further explore the purpose of this cultural export and its impact on Chinese society.

Keywords: Cultural Output; Spiritual Colonization; Aggressive Achievements

The United States is a big emerging capitalist country that has been established for less than 200 years.Since modern times, due to its own strength and other reasons, the United States was once in a disadvantageous position in the process of foreign powers competing to invade China.With the end of the Spanish American war, especially the rapid development of domestic capitalism, at the end of the 19th century and the beginning of the 20th century, the United States also focused on China. Different from other powers who plundered by war, the United States mainly adopted the way of cultural export to achieve its purpose of aggression in this period.

1. An analysis of the motivation of American cultural export of China

Since modern times, the United States has beenexporting culture to China. The infiltration of China in education, medicine and living habits has brought profound influence to ancient China. From the perspective of historical research, we can find that the motives of American cultural export to China during this period are as follows.

The main forms of American cultural export to China during this period were the construction of schools and hospitals in China and the dissemination of Western lifestyle. Just imagine that in the 1920s, when a Chinese who was desperate for his illness got effective treatment in a hospital established in the United States and recovered, he would be grateful to the Americans from his heart, thus creating a kind of favor and dependence on the United States. This kind of gratitude and dependence psychology comes from people's inner desire for life and health, which can go beyond class, nation and other external factors. This cannot be achieved through war, and this is exactly what the United States wants to pursue.

And when a young Chinese student receives new knowledge and new ideas that he has never heard of through a school founded by an American. To some extent, he will have the desire and worship for American culture. Objectively speaking, the culture that the United States introduced into China through its founding schools was advanced. A more telling point is that most of the outstanding figures who have made great achievements in various fields since modern times have studied in the new schools run by foreigners in their early days. Among them, Yanjing University, which is run by Americans alone, has produced a number of outstanding talents, such as diplomat Huang Hua, anthropologist Wu Wenzao, jurist Zhang Youyu, philosopher Feng Youlan, litterateur Bing Xin, Xiao Qian, etc. It is worth pondering that if these people do not receive advanced cultural knowledge in American schools, but still receive traditional Chinese Confucian education, then can they achieve later achievements? Because of this, the United States has won people's support in China through this kind of cultural export, which has greatly affected the Chinese people's attitude towards the United States.

2. Main examples of American cultural export to China from

1901 to 1949

Since the late Qing Dynasty, China has gradually become a "sick man of East Asia" . Faced with such a huge market with a territory

of more than 10 million square kilometers and a quarter of the world's population, major capitalist powers, including the United States, have extended their invasion to China. However, as far as the specific ways and targets of aggression are concerned, the United States is different from other powers. The United States even returned China's war reparations to China to send students to the United States . At the same time, hospitals and school have been set up in China . These practices of the United States have aroused some Chinese people's favor towards the United States. So, what is the real intention of this kind of cultural export of the United States?

The Boxer Indemnity is the "war indemnity" that China paid to other countries according to the unequal treaty "Xin Chou treaty" signed with the Manchu Qing government after the invasion and occupation of Beijing by the Allied forces of eight countries in 1901 (the 26th year of the reign of Emperor Guangxu of the Qing Dynasty). It amounts to 450 million taels of silver. According to the agreement, the compensation will be paid off in 39 years, with an annual interest of 4% and a total principal and interest of 982.238.152 Liang, guaranteed by customs duties, part of regular customs duties and salt taxes.

First of all, the Boxer Indemnity returned by the United States and used to run the school is only the "remaining part" of the total amount of the indemnity, that is, the remaining part after the loss of the United States in the Boxer Movement and the military expenditure spent to suppress the resistance of the Chinese people, which is about 11 million US dollars. The total amount of Boxer Indemnity received by the United States is about 24 million US dollars, and less than half of it is returned to China. Moreover, some people in the United States have pointed out that "part of the loss of Boxer Indemnity is false, so it is immoral to ask for too much.".

Secondly, China had hoped to set up the three eastern provinces bank with the US refund as the principal, issue bonds in the United States with the financial revenue of the three eastern provinces and the US boxer refund as collateral, and use the profits to send students to the United States at public expense, but this move was firmly opposed by the US government. American diplomats and scholars have suggested to the president that the United States receives too few Chinese students, or even far less than Belgium, a small European country. As a result, the United States will lose its influence on a whole generation of Chinese in the spiritual field.

Finally, on May 25, 1908, the U.S. Congress passed a bill to return the Boxer Indemnity to China, and authorized the president to make arrangements. Under the strong role of the U.S. government, China also agreed to use the refund entirely for running schools. The two countries agreed: from the year when the refund began, the Chinese government will send 100 students to study in the United States every year in the first four years, and from the fifth year, at least 50 Chinese students will be sent to study in the United States every year until the refund is used up. On October 31 of that year, the two countries jointly drafted the draft articles of Association for sending students to the United States, reaching a basic agreement on the qualifications, selection, majors and management of students studying in the United States.

3. The impact of American cultural export to China

First of all, it should be recognized that the educational concept and medical technology introduced into China by the United States were very advanced at that time. To a certain extent, this kind of cultural export has brought changes to China, changed the backward face of China. This should not be denied.

Compared with the traditional way of colonization, the so-called spiritual colonization is more harmful, because it can weaken or even suppress the resistance of the colonized people to a certain extent.

At that time, the American government regarded education as a breakthrough for "civilized" Indians. They forced Indian children to leave the traditional tribal society and let them receive white education in the schools run by white people, thus becoming followers of white life. Then they let these Indian children bring the seeds of "civilization" back to the tribe. In this way, once all of them received white education, the tribal tradition would be broken.

Once the aggressor reduced the people's sense of resistance to the greatest extent and succeeded in spiritual colonization through this mild way of aggression, the harm woule be no less than that of national subjugation and national annihilation. Today's American Indians have proved that.

Thus, it can be seen that the "cultural export" of the United States to China since modern times is actually the extension of the spiritual colonial means. Through spiritual colonization, the United States has successfully won the favor of some Chinese people.

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Author's Name:

Yijie Lin(1987.9), Male, Han ethnicity, Beijing, Master's degree, Beijing Deheng (Xixian New Area) Law Firm, Research Direction: Modern Chinese History, International Law.

Study on the Legal Mechanism of Grassroots Governance in the Song Dynasty

Ning Wang

School of Law, Sichuan University, Chengdu, Sichuan Province, 610207, China.

Abstract: The organic combination of clans, townships and scholars constituted the grassroots social governance order in the Song Dynasty. The development of the commodity economy and the change of land policy in the Northern Song Dynasty promoted the class differentiation and the change of values in the rural society. In the face of numerous civil lawsuits, the limited governance resources of the government could not adequately respond to the needs of grassroots governance, and the local elites often took the initiative to assume the responsibility of grassroots governance in order to seek social status, thus forming the governance structure of "the imperial power to rule the country, and the gentry to build the society". In addition, the state policy of ruling the country by literature and the development of the imperial examination system in the Song Dynasty promoted the rise of the scholarly class, who attempted to reshape the grass-roots social order by Confucian rituals and rule, and invested in the practice of governance of the vernacular society together with the gentry, whose grass-roots governance practices, such as clan autonomy and township covenant, mediated disputes with the family law and the Confucian scriptures and doctrines, which embodied the Confucian ideals of indoctrination and education to transform people into a customary society.

Keywords: Song Dynasty Grassroots Governance; National Law; Civil Law

1. Research background

The proposition of grassroots governance is rich in traditional legal culture, and at the same time has great theoretical explanatory power and contemporary value. The grassroots governance of traditional society has been changing for thousands of years, forming a set of logical and self-consistent legal mechanism. In modern times, the eastward trend of western learning has started the journey of reforming and updating the Chinese legal system. In the process of legal transplantation, "Western law" inevitably collides with the logic of legal practice in traditional society. With the transformation of society and the enhancement of people's subjective consciousness, modern society is characterised by individualisation, state administrative forces face challenges such as complicated tasks and manpower shortage in grassroots governance. (Luo Guannan, 2021) In this context, exploring the traditional grassroots governance model and collecting the experience of flexible dispute resolution can help improve the grassroots governance capacity in China, practice the "Fengqiao Experience" in the new era, and then realise the dream of a strong country of "China under the rule of law".

2. Grassroots governance in the perspective of national law

2.1 Governance concepts of grassroots officials

Traditional justice takes real-life people as its logical starting point, and by identifying conflicts of interest between parties to determine points of contention, punish evil and promote goodness, the social structure of the "differential order pattern" makes judicial practice closely linked to "reason". Incorporating emotional reasoning into justice can make up for the inadequacy of the enactment of law and achieve justice in individual cases. With the development of Confucianism in law since the Han Dynasty, the ancient tradition of judging prisons on the basis of emotion gradually became an important basis for officials to judge cases. Under the influence of Cheng Zhu's theory, the grassroots officials paid attention to the consideration of emotions and reasoning in the judicial practice to achieve the social effect of justice.

2.2 Governance Practices of Grassroots Officials

In the Song Dynasty, the grassroots justice system was mainly concerned with civil disputes, and the state enacted laws based on laws, decrees, rules, and styles. In the case of "Wu Su Wu Rong Wu Hui mutual disputes over property", the trial officials questioned the authen-

ticity of the deed provided by the parties, and explicitly pointed out that their demands for property were contrary to the provisions of the law, so it can be seen that the state enactment of the law is an important basis for grass-roots officials to adjudicate the judiciary. In addition, grass-roots officials also paid attention to moral education in the justice system, educating the family about internal disputes and settling lawsuits according to the law as appropriate. Some scholars believe that in the Song Dynasty, grass-roots officials relied too much on reasoning to adjudicate and ignored mandatory binding rules such as the enactment of laws, and their decisions were often based on personal intuitive judgement. (Wang Zhiqiang, 1998) However, according to the record of "Ming Gong Shuji Qingming ji", the application of law is still common in the judgement of grass-roots trial officials, and the judicial tradition of this period was transformed from "humanistic rationality" to "intellectual rationality".

3. Grassroots Governance in the Context of Folk Law

3.1 Clan Autonomy

3.1.1 Historical origin of clan autonomy

Unlike the origin of the Western state, the clan did not disintegrate when the "state" arose in traditional China, and the clan bonded by blood ties directly transitioned into a political state. Max Weber referred to traditional Chinese society as a "family-structured society". (Li Xiaoyan, 2020) The family is the basic unit of Chinese society. (Fei Zhengqing, 1987) Since the Three Dynasties, the social structure at the grassroots level has shown the characteristics of compatibility between blood and geographic organisations, and this social structure is legally realised in the homology between family law and state law. The Qin dynasty put an end to the patriarchal feudal system of the Western Zhou period and replaced it with the "household system", but the lesson of its second death made the Han rulers realise that the state law should be appropriately modest, and then ceded part of the social governance functions to civil organisations such as clans. From the Eastern Han Dynasty to the Wei and Jin Dynasties, the powerful members of the Shih clan gradually became the backbone of grassroots governance. Since the Middle Tang Dynasty, wars were frequent, and the traditional clans lost their glory, and there was even a situation in which "the insurgents killed all the members of the Tang clan in Chang'an". In the Song Dynasty, the development of the commodity economy and peasant revolts had an impact on the social order, while the gentry and clans played the role of grassroots governance with the support of the official government. In the field of clan autonomy, Cheng Yi of the Northern Song Dynasty pointed out the importance of "preventing idleness and lawfulness" in ruling the family, while Zhu Xi further elaborated the family system on the basis of his ideas and compiled the "Zhu Zi Family Rituals" as a code of conduct for family members.

3.1.2 The Basis of Clan Autonomy: Family Laws and Rules

In traditional China, a tower-like power structure was formed from the central institutions to the grassroots self-governing organisations, while the family existed as a basic element of state rule. Family law and clan rules were the behavioural norms of feudal clans that regulated the internal relations of the clan. In the long practice of managing the internal affairs of their own clans, the big feudal clans formed the clan customary law. During the Wei and Jin Dynasties, the big families emerged to write family rules for their own families, such as "Wang's family training", "Yan's family training" and so on, which are all examples of family rules in this period. In the Song Dynasty, the development of family rules was divergent: some of the family rules, represented by the Yuan Shi Fan, inherited the tradition and mainly played the role of edification; while the family rules, represented by the Jiu Jia Miscellaneous Rituals, were mandatory and punitive. As a supplement to the state law, the family law of the Song Dynasty took the state law, Confucian ethics and morals and folk customs as the main source, backed by the government, and became a management tool to stabilise the social order at the grassroots level. Family law and state law complemented each other, reflecting the characteristic of the traditional state-state co-constitution.

3.2 Countryside Agreements

3.2.1 The Birth of the Township Covenant System

The township covenant is a social organisation and behavioural norms formulated by the grassroots society based on geographic and blood relations, with the main purpose of educating the people. (Dong Jianhui, 2006) The birth of the Song dynasty township treaty system

and the rise of grass-roots local elites are inseparable, the local elites are mainly by the resignation of officials to return to their hometowns of the scholars, clan elders, squires, who are the core force of grass-roots governance in the Song dynasty. The founding of the Northern Song Dynasty established the policy of ruling the country by literature, and a large team of civil officials was created through the imperial examination, and these officials formed a large and influential class of scholar-officials. Mr Chen Yin Ke said, "The culture of the Chinese nation has evolved over thousands of years, and was created in the era of Zhao and Song." The Song Dynasty scholars can be regarded as a model of ancient Chinese scholars, who had the responsibility of "taking the world as their own", still cared about the gods of the earth and grain even after they left the country and returned to their hometowns, and placed the realisation of their political ideals in the practice of grass-roots governance, which became the backbone of grass-roots governance. In the Northern Song Dynasty, Wang Anshi implemented the Baojia Law with the goal of direct control of the grassroots by the state power, and the original civil self-governing organisations along the borders, the "Bow and Arrow Society", were abolished, which was opposed by the rural self-governing power groups. Sima Guang and Su Shi strongly opposed the Baojia Law, arguing that it neglected moral education and could not achieve effective governance of the grassroots. The creation of the Lü Clan's Township Covenant by the Lü Dajun brothers was a direct response to the problems of village autonomy brought about by the Baojia Law.

Against the backdrop of social change in the Tang and Song dynasties, the centralisation of power in the Northern Song dynasty led to a lack of effective control in the village society, and the shift of political power and the revival of Confucianism became the occasion for the birth of the township covenant.

3.2.2 The Pioneer of Villagers' Self-Governance - Lv's Villagers' Agreement

During the Xining period of the Northern Song Dynasty, Lv Dajun and his brothers drew up and implemented the "Lv's Township Covenant" in their hometown of Lantian, which also created a precedent for the autonomy of the townspeople in the traditional society, and was later adapted into the "Increase and Decrease of Lv's Township Covenant" by Zhu Xi. Lv's Township Covenant" to "Zhou Li" the meaning of the township education, including the content of the township covenant, township rituals two parts, the beginning of the outline, pointing out that "virtue and industry advise each other, the faults of the same rules, etiquette and customs of the same fellowship, in times of trouble and sympathy for each other" of the townspeople's basic code of conduct, to create a good social culture through social indoctrination. It transforms abstract Confucian doctrine into concrete social responsibility, guiding the grassroots with ethical order and seeking the third domain of the idea of "good governance" between "internal life" and "external kingship". The germ of the idea of "good governance" in the third domain was sought between "internal birth" and "external king". According to Liang Zhiping, civil law was born in the civil society and was so closely connected with the lives of the common people that regime change and rewriting of national laws could not eliminate its dominance over the hearts of the people. Since the Northern Song Dynasty, the system of township covenant has profoundly influenced the spirit and values of the rural society, which is also of great significance to the revitalisation of the countryside in contemporary China.

3.3 Township Service

According to the "History of the Song Dynasty - food and goods system", the Northern Song Dynasty inherited the system of the five dynasties at the beginning of the founding of the country, and the poor soldiers were usually dispatched by the court without compensation and performed the functions of grass-roots level governance on behalf of the government, and their position was to "serve in the government with their duties" of the common people. As the "nerve endings" of the imperial power, the Song dynasty rural service in filling the county government and rural governance "power gap" to play an important pivotal role. However, in terms of their own social status, the Zhao-Song dynasty positioned them as "commoners in the government", and Ma Duanlin's "Documentation of the General Kao" regarded them as "the poorest and the cheapest" corvée labourers, whose status was disdained by the scholarly class, and whose assignments were not directly appointed by the court, but by the county government. Their status was not respected by the scholarly class, and their dispatch was not directly appointed by the imperial court, but was the responsibility of the county government.

4. Conclusion

The goal of social governance lies in good governance, and the stability of grassroots order is the foundation of good governance. The

interaction between state law and civil law constitutes the core of grassroots governance, and its essence is the boundary between state power and civil power. As the link between state power and grassroots self-governance power, the special consideration given by the Song dynasty grassroots officials and local gentry to heavenly justice and human kindness when dealing with grassroots disputes was the social integration of the Confucian order represented by the School of Reason.

For the Chinese society in transition, rural social governance is still facing the practical dilemma of faulty governance rules and lack of governance subjects. To solve this dilemma, it is advisable to draw useful experience from the grass-roots governance practices of traditional societies and realise the diversification of grass-roots governance subjects.

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About author:

Ning Wang, Nov. 1998, female, Shenyang City, Liaoning Province, Han nationality, master's degree, legal history, Sichuan University Law School.

A study on the willingness of publicly-funded teacher trainees in preschool education to teach in western ethnic minority areas--a chain-mediated model

Lixiao Liu, Yanan Feng

School of Education, Tibet University, Tibet 850000, China.

Abstract: Research on the willingness of preschool education public-funded normal students in western regions to teach can help improve the quality of their training and effectively achieve the goal of cultivating local talents. A total of 568 public-funded preschool normal students from Province X were measured using the Motivation for Enrolling Scale, Education Quality Satisfaction Scale, and Education Quality Satisfaction Scale. A total of 568 public-funded preschool normal students from Province X were measured using the Motivation for Enrolling Scale, Education Quality Satisfaction Scale, Willingness to Teach Scale, and Cultural Identity Scale. The study found significant correlations among motivation for enrolling, education quality satisfaction, cultural identity, and willingness to teach. The study found significant correlations among motivation for enrolling, education quality satisfaction, cultural identity, and willingness to teach. Western region's public-funded preschool normal students can indirectly influence their willingness to teach through the chain-mediated role of education quality satisfaction, cultural identity, and willingness to teach. Western region's public-funded preschool normal students can indirectly influence their willingness to teach through the chain-mediated role of education quality satisfaction and cultural identity.

Keywords: Publicly-Funded Teacher Trainees in Preschool Education; Motivation to Apply; Willingness to Teach; Satisfaction with Quality of Education; Cultural Identity The Role of The Education System in The Development of A Culture of Peace

1. Literature Review

In terms of research subjects, Jiang Yihua (2008) investigated the willingness of students studying elementary education majors in undergraduate colleges to teach.[1]Jiang Yuqin , Yang Yang (2013) investigated the willingness of bilingual teachers to teach, taking primary education majors in a teacher training university in Xinjiang as an example.[2]Zhang Hesen (2016) et al. found that all the indicators of free teacher training students in arts and sports were significantly lower than those of other majors in terms of their willingness to teach.[3]Niu Hongjun (2018) focused his research field to the food industry, and he conducted an empirical study on whether food industry technicians are willing to work part-time in practice-oriented teaching in higher vocational colleges and universities and the factors affecting the willingness. [4]Liu Jia and Fang Xing (2021) focus on the "post-00" teacher training group. [5] Domestic scholars Zhang D, Wang Q, and foreign scholars Mickey Losinski et al. (2014) conducted a survey on the willingness of teacher trainees to engage in special education. [6]

The Factors In-fluencing Teaching Choice (FITC) theory proposed by Watt, H.M.G and Richardson, P.W (2007) is the most well-known and widely utilized research on the theory of willingness to teach at home and abroad. Teaching Choice.) The theory starts from the influence of pre-socialization, and predicts teaching choice from three sets of variables: self, value, and task, among which the self variable set mainly involves the perception of self-teaching ability; the value variable set includes the intrinsic value of the profession, the value of personal utility, and the value of social utility; and the task variable set divides the factors influencing the willingness to teach into the factors such as school resources, the degree of parental support, the pressure of working in the profession, and the subjective value of achievement. The task variable set categorizes the factors affecting willingness to teach into school resources, parental support, occupational work pressure, and subjective achievement value.[7]

In the piece of influencing factors, domestic scholars Zhang Xiaohui et al. (2011) found that free teacher trainees are troubled by many factors, and there is an "internal-external conflict", which makes their willingness to teach show an obvious "knowledge-action conflict". The survey found that free teacher training students are troubled by many factors, and there is an "internal-external conflict", which makes their willingness to teach present a clear "knowledge-action conflict".[8]Li Yunshu (2018) found that the decisive and important factors affecting

their willingness to teach are personal professional aptitudes and teachers' subjectively perceived quality of professional life, respectively.[9] Ke Wenjin (2018) concluded that family social capital and intergenerational mobility expectations affect the willingness of college students of rural origin to teach; rural cognition is a key factor influencing the longevity of teaching.[10] In the 1970s, American scholar Charles F. Manski (1987) analyzed in terms of economic factors.[11] Dolton P (1990) found that the relative income of the teaching profession or the growth of income has a significant effect on whether to choose the teaching profession through research. [12] Butt, G Mac Kenzie, L. & Manning, R. (2010) examined the impact of choosing teaching as a career for South Asian women in the UK from a social perspective. [13]

2. Research Methodology

2.1 Subjects of the survey

This study takes is the pre-school education publicly-funded teacher trainees in three colleges and universities (School A, School B, and School C) in the province of X province as the research object. A combination of online questionnaires and offline questionnaires were used to distribute questionnaires to the preschool education publicly-funded teacher trainees. After data collection, invalid questionnaires were eliminated. Finally, 610 questionnaires were obtained, 42 invalid questionnaires were eliminated, 568 valid questionnaires were obtained, and the validity rate of the questionnaires was 93.11%.

2.2 Measuring tools

2.2.1 The Scale of Motivation to Apply for Examinations:

This study drew on the Questionnaire on Factors Influencing Teacher Students' Motivation to Apply for Examinations in Duan Qiong's master's degree thesis, which had a Cronbach's alpha reliability coefficient of 0.949 and an overall validity of 0.954. The reliability of this questionnaire was above 0.8, indicating good reliability and validity. The reliability of this questionnaire is above 0.8, which means that the reliability is good. Self-administered Scale of Motivation of Publicly-funded Teacher Trainees in Western Ethnic Minority Areas

2.2.2 The Willingness to Teach Scale

This study used the Questionnaire on the Willingness to Teach of Preschool Education Majors from Geng Profit's master's thesis. The internal consistency reliability coefficients of the sub-structures of this questionnaire are between 0.830-0.948, all of which are above 0.8, indicating that this questionnaire has good reliability and good stability. The correlation coefficients between each factor of the questionnaire and the total score are all between 0.834-0.913, which has a high correlation. It can be concluded that the questionnaire of students' learning satisfaction has good structural validity.

2.2.3 "Education Quality Satisfaction Scale"

This study drew on the "Survey Scale on the Quality of Publicly-funded Teacher Education Services" in Xie Jitao's master's thesis. The Cronbach's alpha reliability coefficient of this scale is 0.988, and the combined reliability (CR) is between 0.933 and 0.966, which indicates that the reliability of this scale is good. The irrelevant topics of this study were deleted, and the "Satisfaction with the Quality of Education Scale" was self-administered.

2.2.4 The Cultural Identity Scale

This study draws on the Questionnaire on Native Cultural Identity for Publicly-funded Oriented Teacher Training Students in the master's thesis of Wen Jiamin. The Cronbach's α reliability coefficient of this scale is 0.973. The KMO value is 0.980, which is greater than 0.9, and the result of $P < 0.001$ is significant, indicating that the data shown in this sample is suitable for factor analysis. Self-administered Cultural Identity Scale. The above questionnaires were scored on a five-point Likert scale.

2.3 Data processing

In this study, the questionnaire data were analyzed using spss26.0 data software, including common method bias, descriptive statistics, correlation analysis for the variables of motivation to apply for the examination, willingness to teach, satisfaction with the quality of education, and cultural identity, and regression analysis and testing the mediating effect of satisfaction with the quality of education and cultural

identity using PROCESSV4.0.

3. Findings

3.1 Common methodological biases

The study examined the common method bias effect using the Harman one-way test. All the topics of the four variables were put into one exploratory factor analysis. The results showed that the largest common factor variance was explained by 41.768%, which is less than the critical criterion of 50%, proving that there is no serious common method bias in this study. [14]

3.2 Descriptive statistics for each latent variable

Descriptive statistics were analyzed for four variables: motivation to apply, satisfaction with the quality of education, cultural identity and willingness to teach. The results of the descriptive statistics are shown in the table below.

Table 1 Descriptive statistical analysis of motivation to enroll, satisfaction with quality of education, cultural identity and willingness to teach (N=568)

variant	M	SD
Enrollment Motivation	4.05	0.60
Satisfaction with the quality of education	4.16	0.63
cultural identity	4.27	0.66
Willingness to teach	4.02	0.66

From the above table, it can be seen that the mean values of the four scales are above 4. In this study, all the scales adopt 5-point scoring, and the higher the score, the higher the corresponding variable. It can be seen that the overall motivation, satisfaction with the quality of education, cultural identity and willingness to teach of the western ethnic minority preschool education publicly-funded teacher trainees are at a high level, with cultural identity being the highest.

3.3 Correlation test

In order to examine the relationship between the four variables of willingness to teach, motivation to apply, cultural identity and satisfaction with the quality of education, the correlation of each variable was carried out. The correlation coefficients of the four latent variables involved in this paper correspond to p-values less than 0.01, which is statistically significant, indicating that the four latent variables are significantly correlated with each other. There is a significant positive correlation between the willingness to teach, the motivation to apply for the examination, the cultural identity and the satisfaction with the quality of education of the minority pre-school education publicly-funded teacher trainees in the western region. This result provides a good basis for the subsequent mediation effect test, and at the same time indicates that satisfaction with the quality of education and cultural identity may play a mediating role between the motivation to apply for the examination and the willingness to teach of minority pre-school education publicly-funded teacher trainees.

3.4 Regressivity analysis

In this study, linear regression analysis was used to establish a regression equation to test whether different independent variables have an effect on the dependent variable. Motivation to apply for the exam as the independent variable, satisfaction with the quality of education, cultural identity as the mediator variable, and willingness to teach as the dependent variable, gender, ethnicity, school, and grade level, and 95% confidence intervals of the mediating effect were assessed and calculated. The results showed that motivation to apply and satisfaction with education quality significantly predicted cultural identity ($\beta=0.312, p<0.001$; $\beta=0.332, p<0.001$). When all variables were jointly included in the regression equation as predictors of willingness to teach, cultural identity significantly predicted willingness to teach ($\beta=0.089, p<0.05$). See Table 3 below.

Table 2 Regression analysis between variables

regression equation		Overall fit index			Significance of regression coefficients	
outcome variable	predictor variable	R	R²	F	β	t
Willingness to teach		0.77	0.59	111.65		
	Enrollment Motivation				0.739	25.34***
	distinguishing between the sexes				-0.004	-0.16
	ethnic group				-0.043	-1.43
	students				0.044	1.55
	grade				-0.004	-0.14
Quality of education job satisfaction		0.69	0.48	69.36		
	Enrollment Motivation				0.650	19.58 ***
	distinguishing between the sexes				-0.006	-0.20
	ethnic group				0.000	0.00
	students				0.103	3.16*
	grade				-0.079	-2.48*
cultural identity		0.71	0.50	65.25		
	Enrollment Motivation				0.312	7.42 ***
	Satisfaction with the quality of education				0.332	7.77 ***
	distinguishing between the sexes				0.048	1.53
	ethnic group				-0.277	-8.29 ***
	students				-0.020	-0.61
	grade				-0.004	-0.14
Willingness to teach		0.79	0.62	95.41		
	Enrollment Motivation				0.553	14.06 ***
	Satisfaction with the quality of education				0.213	5.42 ***
	cultural identity				0.089	2.33 *
	distinguishing between the sexes				-0.011	-0.39
	ethnic group				-0.020	-0.66
	students				0.019	0.67
	grade				0.021	0.76

3.5 Analysis of mediating effects

The mediating variable of the motivation to apply for the examination affects the willingness to teach, with a total mediating effect value of 0.186, accounting for 22.81% of the total effect value. Specifically, the mediating effect is mainly realized through the following three paths: (1) Indirect Path 1 (0.1383): motivation to enroll in the exam -> satisfaction with education quality -> willingness to teach; (2) Indirect Path 2 (0.0287): motivation to enroll in the exam -> cultural identity -> willingness to teach; (3) Indirect Path 3 (0.0190): motivation to enroll in the exam -& gt; satisfaction with education quality -> cultural identity -> willingness to teach. The indirect effects of the three paths are 16.95%, 3.52% and 2.33% respectively. The above three paths indirect effect Bootstrap95% confidence interval does not contain 0, indicating that the three indirect effects have reached a significant level. Direct effect path: motivation -> willingness to teach, the confidence interval does not contain 0, indicating that the motivation to apply for the test directly affects the willingness to teach effect is significant. The specific path diagram is as follows

Table 3 Mediating effect test of satisfaction with quality of education and cultural identity

	efficiency value	Boot (statistics) standard deviation	Boot CI lower limit	Boot CI limit	counterpart intermediary effect
Total indirect effect	0.1861	0.0324	0.1255	0.2525	22.81%
Ind1. motivation to apply -> satisfaction with quality of education -> willingness to teach	0.1383	0.0302	0.083	0.2015	16.95%
Ind2. Motivation -> Cultural Identity -> Willingness to Teach	0.0287	0.0119	0.0063	0.054	3.52%
Ind3. Motivation to apply -> Satisfaction with education quality -> Cultural identity -> Willingness to teach	0.0190	0.0083	0.0042	0.0374	2.33%

Note: Boot standard deviation, lower limit of Boot CI, and upper limit of Boot CI refer to the lower and upper limits of the standard error, and 95% confidence interval, respectively, of the indirect effect estimated by the bias-corrected percentile Bootstrap method.
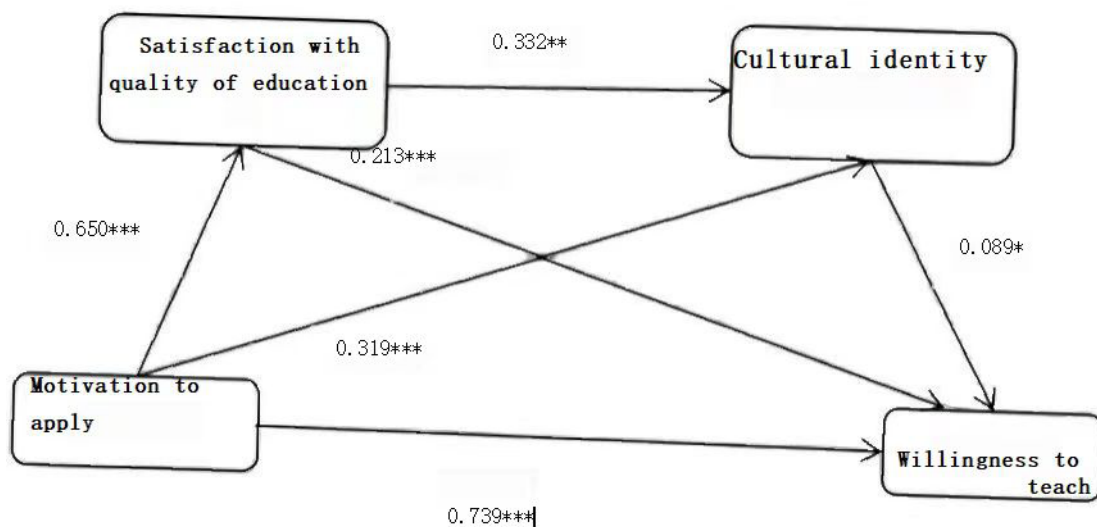

Figure 1 Chain mediation model of satisfaction with education quality and cultural identity in western region

4. Discussion

4.1 The role of motivation in predicting willingness to teach

The finding that motivation to apply for the examination is positively related to and significantly predicts willingness to teach is inconsistent with Yan Jun (2022). Teacher trainees' motivation to apply for the examination is also categorized into internal and external motivation, both of which affect their willingness to teach. Through interviews with pre-school teacher trainees, the author learned that students who enrolled in pre-school education because of external motives such as salary, social status, and free tuition do not necessarily have a strong love and pursuit of this specialty, but considering the future acquisition and immediate gains, it will enhance their willingness to enroll in the program. The teacher trainees of preschool education who are driven by internal motives pay more attention to their love and interest, which is also their original motivation. Through the interviews, the author also learned that most of the preschool teacher trainees are internally motivated by the desire to contribute to the education of their hometowns. A male minority student said, "I come from the farming and herding area, our place is not as prosperous as the city, and the education is not as good as the town, so the kindergarten teachers in our village only take care of the nursery work. So I want to do something for the children in my hometown."

4.2 The Mediating Role of Satisfaction with the Quality of Education and Cultural Identity in the Motivation to Apply and the Willingness to Teach

The reason for the significant mediation of education quality is that the three colleges and universities have established teacher training programs for publicly funded preschool students. Based on the ethnic minorities in the western region, the three colleges are committed to

training preschool teachers in line with the local characteristics. School C's handicraft class will incorporate the cultural characteristics of the western ethnic minority regions and teach students to make traditional masks. Incorporating ethnic characteristics into the curriculum allows students of this ethnic group to feel the charm brought by their own culture, and thus become more satisfied with this aspect of the school's educational services.Students from School B reflected to the author that they found that the experimental kindergarten had an ethnic culture classroom during their apprenticeships, which made them very excited because they felt that their own cultures were being valued, and also felt more determined to stay in the area and engage in preschool education. In the teacher education service, in order to make students adapt to campus life as soon as possible, the school gives each undergraduate student a mentor with "three links, three into a friendship". Mentors liaise with students, care about all aspects of student life, and give students the help they need. The little things that the school does for the students silently affect their views of the school. The more satisfied the students are with the education and services they receive at the school, the more likely they are to be motivated to study and explore their majors, and even if they are externally motivated to enroll in their majors, the high quality of the education provided by the school will change their minds, and thus they will make a firm choice to pursue pre-primary education.

Cultural identity is mediated significantly by the natural ethical attachment and moral memory of the hometown . The data show that students from townships have the highest willingness to teach, and that their nearly 20 years of rural life and practical experience have built up their emotional identification with their hometowns, which can form a kind of "perceptual behavioral control". [15] The higher the degree of their cultural identity, the more likely they are to stay in their hometowns and build up their hometowns.

4.3 Satisfaction with quality of education and cultural identity chain mediating role

According to the research data, there is also an important pathway of chain mediating effects from satisfaction with the quality of education to cultural identity when the motivation to apply plays a role in the willingness to teach. The former positively predicts the latter. Since all three schools in the survey sample belong to the western region universities, they have characteristics belonging to the region in terms of educational content, school management style, and culture. Students' identification with the culture itself can be enhanced when they are satisfied with the schooling produced under that culture. Ideological recognition is also reflected in action, as high satisfaction with the quality of education combined with a high degree of recognition of the local culture can lead students to think positively about staying in the region and pursuing a career in the preschool sector.

5. Responses and recommendations

First of all, local education government departments and colleges and universities can assist students, for example, by providing supportive policies and employment advice related to their majors when applying for admission to their majors, so as to enable students to clearly understand the nature of their majors and their employment prospects, and to better mobilize their internal motivation to apply for admission to their majors. The higher the motivation to enroll, the higher the willingness to teach.

Secondly, in terms of satisfaction with the quality of education and cultural identity, the school's curriculum design for this specialty can be integrated with local cultural characteristics and take into account the distinctiveness of the local culture. This will increase the cultural self-confidence of the students of this ethnic group, and will also increase the students' recognition of the school. At the same time, such a special curriculum arrangement can also attract Han students, in the school in the environment under the influence of the willingness to stay in the local teaching, which is also a kind of help to the development of local pre-school education.

Finally, increasing the willingness of students in western ethnic minority areas to teach is not something that can be accomplished by one party alone, but requires the coordination and cooperation of society, the government, colleges and universities, local kindergartens and the students themselves. While the government gives publicly-funded pre-school education teacher training students job security, society should also actively publicize the importance of pre-school education, so that more people realize the urgency of the pre-school career. Colleges and universities should emphasize "local attributes" in their training programs. Colleges and universities in western ethnic minority areas are mainly based on the local area and train professional talents for local kindergartens. Students are thickly planted in the local culture, will naturally recognize its culture, and finally further to the cultural identity. The higher the cultural identity, the stronger the students' will-

ingness to stay in the local teaching.

6. Conclusion

This study explored the relationship between three factors affecting the willingness to teach of minority pre-school education publicly-funded teacher trainees in the western region, and examined the mechanisms of motivation to apply for the examination, satisfaction with the quality of education, and cultural identity on the willingness to teach. The study showed that: (1) the motivation of publicly-funded preschool education teacher trainees to apply for the examination significantly predicted their willingness to teach. (2) The mediating effect of satisfaction with education quality and vernacular sentiment is significant. (3) Satisfaction with the quality of education and local sentiment play a chain mediating role between the motivation to apply for the examination and the willingness to teach of the publicly-funded preschool education teacher trainees.

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